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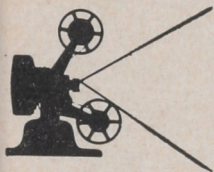




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THE ATA MAGAZINE

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Bigger and Better

Figures released recently show that the registration in the Faculty of Education of the University of Alberta is up 25 percent over 1958-59. Totals show 2,704 students registered as compared with 2,168 last year. We were particularly pleased to note that registrations in the bachelor of education program are up sharply and that figures for the junior elementary program are down considerably. Even more interesting is the fact that the second and third years of the B.Ed. program are almost double those of last year.

Graduates from other faculties, 126 of them, have registered for the bachelor of education degree, and 27 full-time graduate students have registered for the M.Ed., Ph.D. and Ed.D. programs.

There has been also a remarkable surge in enrolments in the evening credit program up to a new peak of 865 students.

All of this shows a decided interest in teaching as a career. Add to that the evidence that our prospective teachers are buying the long-term program in increasing numbers, and you have reason for optimism. Teaching may have begun to compete with other professions for our young people. Whatever the reasons are, the fact is that the Faculty of Education is by far the largest on the campus. Recent additions to the staff indicate that the university is continuing to attract to the Faculty of Education people with outstanding academic and professional achievement. All of this augurs well for education in this province.

With the boom in registrations in the Faculty a healthy push has been provided for plans for the erection of a new Education building on the Edmonton campus. We hope university authorities will not wait long to make an appropriate announcement.

If a student is injured at school,

Who is Liable?

What is the extent of my responsibility for the safety of the youngsters in my charge?

What procedures should I follow if an accident does occur?

What protection do I have if I am charged with negligence?

AN understanding of school law and its application is of considerable importance to teachers and principals in meeting everyday problems. A case in point is the problem of legal liability for school accidents. It is not the thesis of this article that accidents to school children can ever be entirely eliminated. Barbara may still skin her knees in the playground. Paul may still trip on the stairs and break an arm. Fortunately, accidents of the former sort are more common than those of the latter. However, in dealing with accidents, both minor and major, each teacher and principal should be aware of the answers to the preceding three questions; otherwise he may some day find himself in court faced with a charge of negligence.

GERALDINE L. CHANNON

In loco parentis

The law gives a number of answers to the first question. Gradually, through statutes and through the progress of common law as it is decided in the courts, the responsibility of teachers and principals for the safety of students is being defined. The most important developments have been the definition of the teacher's role as that of the "careful father" and the acceptance of the general principle that teachers during school hours and on school property are acting *in loco parentis*, that is to say, in the place of the child's parents or legal guardians. The classic expression of the role of the "careful father" was given in 1894 in the case of *Williams v. Eady* (England) and has been quoted in many cases since then:

The schoolmaster was bound to take such care of his boys as a careful father would take care of his boys and there could not be a better definition of the duty of a schoolmaster. Then he was bound to take notice of the ordinary nature of young boys, their tendency to do mischievous acts and their propensity to meddle with anything that came in their way.

Common law thus imposes upon the teacher specific responsibility for the safety of the children. This duty is one of the most important elements in any action for negligence. Negligence is defined simply as doing what a reasonable and prudent man would not do or not doing what a reasonable man would do. However, negligence is not in itself enough to make the negligent person liable for court action. It must also be shown

- that a duty was owed the plaintiff,
- that the duty was neglected,
- that this neglect was the direct cause of the accident, and
- that the plaintiff actually suffered an injury.

There is thus some difficulty in the plaintiff's obtaining a favorable judgment. However, this difficulty does not excuse the teacher from his responsibility for the safety of his students. In order to be effective, the duty must be fulfilled before the accident and in the hope that no accident will occur.

For teachers and principals, the duty towards students lies mainly in the area of supervision. It is here that the attitude of the careful father is the major guide. When making decisions that concern the safety of the students, the teacher should try to emulate what he would consider to be the behavior of a careful father. Unfortunately, it is not possible to define in precise terms the exact behavior of a careful father. The concept is rather nebulous and depends, in the last analysis, on the good judgment of the teacher or principal in a specific situation. However, a few examples of supervisory decisions may be of assistance in amplifying the concept. They are taken from reports of actual cases.

In a rural school in Ontario, it had been the custom to serve hot lunches to the pupils at noon. The teacher kept a supply of food on hand for this purpose. The job of preparing the food over a wood stove had generally fallen to one boy, the son of the school janitor. On this particular day, it had not been

possible to use the wood stove. However, in one of the school cupboards there was an old gasoline stove and a supply of gasoline. The teacher felt that this stove might be suitable for preparing the lunch which was to consist of hot soup. She therefore requested the boy to light the gasoline stove and prepare the lunch. He protested that he did not know how to light the stove, but she insisted, and then left him alone with the stove and returned to her classroom. Was the teacher in this case fulfilling her proper responsibilities of supervision by ordering the boy to light the stove?

In a city school in Saskatchewan, an eight-year-old boy was watching his nine-year-old brother high-jumping after school hours. For a crossbar, the boys were using a bamboo stick, one end of which was broken and consequently very sharp. There was no supervision of this activity, although the boys had been given permission to use the high-jump after school. Was the principal justified in providing no one to supervise the boys?

In an Alberta school district, Ardith, a six-year-old girl who had been attending school for less than a month, was let out to play at recess. She and another little girl decided to use the swings. They both got onto the same swing, which was rather high off the ground. The second girl stood up and pumped the swing, while Ardith sat on the seat. Ardith, who was not used to swings, became frightened and asked to stop. The teacher who was to be in charge at recess was not present at the time.

In the first case cited, the gasoline stove backfired and the boy's leg was badly burned. Both the teacher and the school board were held guilty of negligence in this case, which was appealed to the Supreme Court of Canada without change. The teacher was negligent in insisting that the boy perform an act which a reasonable person or careful father, taking into account the possible danger, would have forbidden.

Miss Channon is research assistant in the CTF Research Division. This article, part one of two parts, is based on material from a thesis by R. L. Lamb, which was published by CTF as Research Study No. 3, *Legal Liability of School Boards and Teachers for School Accidents*.

The accident which occurred in the second example was most regrettable. The eight-year-old, who was already blind in one eye, was struck in his good eye by the sharp end of the bamboo crossbar, thus losing his sight completely. Unfortunately for the boy, however, it was ruled that he had no legal claim against the principal or the school board because school authorities are not compelled, either by statute or common law, to provide supervision for activities after school hours not connected with the regular school program.

In the third case, the little girl became so frightened that she lost her grip on the ropes and fell off the seat backwards, breaking her leg. The court ruled that the school board and the principal were both negligent in not providing sufficient supervision of the use of the swings. No proof that the school required any supervision for safety was offered. The local handbook, for instance, was concerned with supervision for discipline, not safety. The teacher was not held liable in this case because she had never been instructed to supervise the use of the swings.

Some points to remember

It is impossible to relate here all the variations on the theme of supervision which have occurred in court cases. However, it is possible to indicate some general principles of supervision.

✓ No supervision of pupils is generally required outside of school hours or beyond the school grounds.

✓ The principal carries a heavier burden of responsibility than the teacher because he must arrange the details of the

supervisory system and may be deemed guilty of negligence if he fails to do so. ✓ Special precautions should be taken when special events, such as school trips, are planned. Minimum preparations should include the obtaining of school board and parental permission and preliminary surveying of the site of the visit for possible dangers.

✓ The amount of supervision which must be given varies inversely with the age and ability of the students. It is not only permissible before the law that teenagers develop a sense of responsibility for their own safety, but also very desirable. They may, therefore, be permitted to carry on any activities which are not excessively dangerous, even if a supervisor cannot be continually present, provided that adequate instruction has been given and that the possible dangers have been pointed out.

Where very young children are concerned, however, even simple activities may be fraught with danger. The careful father who would permit his sixteen-year-old son to take part in tumbling in the gym and hockey after school, would not let his eight-year-old son use shaky swings or engage in a rock-tossing contest. Each activity must be judged on its own merits but, as a general rule, young children should not be permitted to engage in any activity which seems to the teacher or principal dangerous, because young children cannot be expected to exercise reasonable care for their own safety. They must still be taught the rules of safety.

✓ On the other hand, it is not considered necessary that children be watched every second of their school life. Teachers who leave the classroom or are late for duty at recess, for instance, are not automatically guilty of negligence in accidents that occur during their absence. It still must be shown that supervision would have prevented the accident.

In summary, then, proper supervision involves some stopping of fights, some keeping of order, some general protec-

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What's Wrong With Our Teachers?

GEORGE L. ROBERTS

Outspoken, George L. Roberts, Ontario school principal and past president of the Canadian Teachers' Federation, tells Robert Collins of *The Imperial Oil Review* that our educational system suffers from poorly trained teachers, an apathetic public, and departments of education that play everything safe.

SCHOOL teaching has been my profession — indeed, my life — for 25 years. As teacher and principal I have run the gamut of pupils, parents, school boards, inspectors, and departmental officials. As an official of Canadian teachers' organizations since 1935, I have met teachers in every province. I've studied them, addressed their meetings, written for them, read their publications, and picked their brains at many a midnight session.

I am proud of my profession. Since the

day I entered it I have never wanted to do anything else.

Which is why it is all the more painful to have to report the great irony of Canadian education today: too many of our teachers are simply not able to do their job—the job of sending children out into society with the best possible education. This is the job teachers want to do. It is the job that taxpayers, parents and students have a right to expect. But teachers are not satisfying anyone, least of all themselves. The fault is by no means entirely theirs. All of us are responsible. All of us must help remedy the situation.

What's wrong with our teachers? Too little professional training, too little public respect, too little self-confidence and self-assertion. These are the major faults and, to some extent, they work in a sort of chain reaction. One follows on the heels of another and so our educational system is somewhat like a perpetually revolving door, with the hapless pupils caught in the middle.

To begin with, nearly half of our teachers are rank amateurs. They have less than the bare minimum of training that teachers' organizations consider tolerable: senior matriculation plus a year of pedagogy. In all of Canada only 25 percent of teachers are university graduates; most of these are in secondary schools. Yet, a teacher needs the fullest training to do his job efficiently and conscientiously. Nowadays a teacher must put in an average of 30 hours a week of classes (using teaching methods

that the educational psychologists are making more and more complex), plus voluntary after-school tuition, and evenings spent preparing lessons, marking and extra-curricular supervision.

The inadequacy of teacher training is largely an emergency situation, arising from the postwar surge of enrolment. But the attitude behind it is not new. For a long time we have been buying our educational and professional services as cheaply as possible. As a result, the teacher in many areas today is regarded as a sort of second-class citizen.

Before the days of universal education the schoolmaster (whatever his training) was one of the best educated—and most respected—individuals in the community, on a par with the town lawyer and doctor. Today many adults have university degrees and many teachers have not. Adults with no university education can nevertheless command high wages in industry. It's no wonder the average parent tends to look down his nose at the average teacher's suggestions or advice, pertaining to his children.

Many school boards, for their part, regard teachers as hired hands. I realize that boards are often harassed with their own problems and subjected to public and political pressures. But the fact remains that they have the power to hire and fire and some of them never let the teacher forget it. (The situation has improved since my first teaching job, when I was given to understand I should not appear on the street when smoking a cigarette.)

Boards, too, pay part of the school costs from local taxation. But judging from their budgets—which often meet only the barest basic requirements—they are often more eager to satisfy the citizen as taxpayer than the citizen as parent.

School inspectors and supervisors, for their part, tend to over-supervise even experienced teachers; to check and cross-check, scrutinize, and advocate. This tendency perhaps resulted from the large numbers of 'amateur' teachers. But the supervisory people ought to draw a

line between the professional teacher, who needs professional independence, and the amateur, who is not yet ready for it.

And on yet a higher level is the department of education—a hierarchy of civil servants directing the teacher. Although departments are staffed with experienced ex-teachers, too many of them seem to have lost (if, indeed, they ever had) the professional teacher's point of view. As many teachers see it, departmental direction tends, almost inevitably, to be didactic and dogmatic, and also, because of its civil service nature, to be 'safe'. Of course, not all teachers follow this supervision to the letter, but most try to do so.

Partly because of these situations—and also because the teacher by nature is an introspective person—too many teachers do not respect themselves. This includes even many of the competent career people, the ones I call professionals. Outside the classroom they lack confidence, are painfully inarticulate and falsely humble.

Not long ago a fellow teacher and I were guests at a service club dance in an Ontario city. No one made us feel unwelcome but my colleague was obviously ill at ease. Finally he whispered bitterly, "I suppose these people think they're slumming, having teachers at their dance!"

In such an atmosphere of super-sensitivity, low prestige, and inadequate training, it's no wonder that teachers feel they are not accomplishing as much as they should at a time when their job was never more important.

Why so important? There are, to begin with, international reasons. If the western world is to survive, it must keep apace of Russia in scientific training and knowledge. And if we do not preserve our culture—our literature, art, philosophy, history and all the rest that a liberal education embraces—what point is there in survival?

Here at home the teacher's responsibility was never greater because—through the failure of parents and

church—Canadian family life is disintegrating. More than 90 percent of our children today attend high school. In my school—and other teachers confirm my findings—more than one-third of those children come from homes broken by divorce, desertion, or separation, or from homes where death or full-time employment of both parents means that the parent or parents sometimes lose all semblance of control over their children.

Years ago, when fewer children reached high school, they were usually the children who wanted to be there, and problem students were less numerous. Today there are enough problem students to seriously affect the work and discipline of the school. Last year, for example, there were a number of catastrophic failures among my pupils in the mid-winter exams—catastrophic because so many of those who failed showed little hope of recovery by June. In checking into the failures we often found that both parents worked. Consequently, the children were on their own until evening. In some homes, admittedly, both parents have to work, but this doesn't alter the fact that the children—who ought always to be our first consideration—end up as losers.

Let me stress at this point that I do not consider Canadian youth a bad lot. On the contrary, theirs is for the most part an extraordinarily promising generation. But teachers are not being given a fair chance to help prepare these children for the world.

For example, too many students today have more money than is good for them. In my community—an average industrial city—many students drive cars, including at least one Cadillac. The safekeeping of wallets and watches during gym classes has become a headache; the watches may be worth \$75 to \$80 and the wallets contain up to \$50 in 'pin money'.

Also, there has been terrific pressure in most provinces for a lowering of standards, so that a minimum number of students will fail. We are following the United States trend where, having created a welfare state of the body, they

are now trying to create a welfare state of the mind. I believe every person is entitled to equality of opportunity, but I do not believe that all persons are equal, except in their right to opportunity and to respect of their personal worth.

The low standards and the increasing number of problem students—that one-third of the enrolment I've mentioned—create a classroom climate that left one teacher friend of mine "disturbed, disillusioned and dismayed". He had resumed teaching on invitation a few years ago, after a long absence.

"The school was new and the equipment and appointments all that could be desired", he later wrote in a teachers' journal. "The staff was well-picked. The community was as enthusiastic about their new high school as a groom about his bride. Here, I thought innocently, is a chance to correct all the faults that inspectors had been pointing out to me over a lifetime.

"The joyriders in the educational bandwagon stamped into the room, made all the noise they could getting in their seats, thumped their books on the desks, slammed drawers, and then scraped the movable seats on the floor in crude barbaric syncopation. When I asked a question they answered in a chorus, nicely timing their syllables to overlap in a bewildering cacophony. When I gently asked for order they smiled knowingly at one another and muttered things for anyone but me to hear. When I began the lesson they rested their heads upon their hands and some turned their backs on me . . ."

Eventually he gained control and even the grudging respect of his pupils—which was more than their parents had achieved. But he wondered what the layman would have done in the circumstances. I wondered, too, what the teacher, tenderized by the new pedagogical pap and making his first public appearance would have done. I even wondered what the 'experts' would have done. My guess is that none would have done very well.

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"The responsibility of the curriculum worker is to promote the conditions for high quality teaching and learning."

The Teacher and Curriculum Development

H. T. COUTTS

CURRICULUM development involves at least four significant but related factors

- determining educational direction,
- establishing principles and procedures for selecting the potential experiences of a program of instruction,
- organizing and presenting selected experiences in sequence, and
- choosing the bases for curricular revision.

These factors apply no matter what one's concept of curriculum development may be or at what educational level he operates.

Curriculum by derivation suggests a specified route to be followed or course to be run. Sometimes the term is used to mean the total prescribed or suggested program of a school or university. Sometimes it is used synonymously with course of study. In current usage curriculum means "all the experiences provided under the direction of the school as these grow out of the objectives of the course of study". This places responsibility squarely on those who determine the real curriculum—the teachers. "Curriculum improvement", writes Pritzkau, "is equated with **good** teaching. The responsibility of the curriculum worker is to promote the conditions for high quality teaching and learning." It is be-

cause of this responsibility that teachers must determine their place in this central aspect of education.

In curriculum development there are various sources of moral responsibility but only one legal source—the legislature of the province. The Minister of Education may share his authority in curriculum development but he cannot surrender it. He has attempted to share it by establishing several policy and working committees, among them the General Curriculum Committee, the High School Curriculum Committee, the Junior High School Curriculum Committee, the Elementary School Curriculum Committee, the High School Entrance Examinations Board, the High School and University Matriculation Examinations Board. Of these, the first has the potential for bringing to bear the will of the people of Alberta upon general curriculum policy. Representative as it is of various professional and lay organizations, the General Curriculum Committee has four stated objectives:

- to consider reports from the Minister and from the other curriculum committees,
- to coordinate the work of the other curriculum committees by maintaining an over-all view of the school curriculum,

Dean Coutts, guest consultant for Curriculum Development at the ATA Banff Conference, commends The Alberta Teachers' Association for the guidebooks on improving instruction. The first two of these have been published. Others are in preparation.

- to review proposed curriculum changes and estimate public reaction toward them,
- to initiate proposals with respect to needed curriculum changes and convey these to the Minister, who would then, at his discretion, direct the other curriculum committees accordingly.

The other five committees mentioned are largely professional in composition, though there is lay representation on the High School, Junior High School, and Elementary School Curriculum Committees. As far as curriculum development is concerned, these committees debate policy and advise the Minister. The real work of course of study construction and choice of textbooks is done by subcommittees appointed by and responsible to the High School, Junior High School, and Elementary School Curriculum Committees. These in turn report to the General Curriculum Committee which makes recommendations to the Minister who takes appropriate action. The two examination committees affect curriculum development by the nature of the examinations they approve and by the direct recommendations they make to the various curriculum committees.

The Alberta Teachers' Association is represented on all six of the committees mentioned above. Its representatives on these committees, together with certain invited members from the Department of Education and the Faculty of Education, constitute the ATA Curriculum Committee. Three functions of this body are: to provide liaison between the membership of the Association and the various curriculum and examination committees, to investigate curriculum resolutions referred to it by the Annual

General Meeting, and to give leadership on curriculum matters generally.

Recent discussions about curriculum development have centred on the extent to which this important phase of education should be shared at the local level and the degree to which teachers should be involved in it.

The truth is that teachers are encouraged to adapt courses of studies to local needs and conditions with the possible exception of those courses on which there are province-wide examinations. Besides this, there are certain courses, for example French 11 and 21, which were developed at the local level but which rightly or wrongly became the courses wherever such courses were approved in the province. The writer is not convinced that courses developed locally through community initiative (often teacher initiative) should become the provincial pattern. He sees a place for local groups working together under the professional leadership of teachers, supervisors, and superintendents to develop curricular patterns of various kinds. One would consist of courses to meet certain specific needs in agriculture, the fine arts, or physical education. Another would be programs designed to provide special education for the mentally or physically handicapped or to provide enriched and varied programs for the intellectually, artistically, or technically gifted. Laymen would have to accept the values of such curricular development, school boards would have to provide space, equipment, and instruction for it, and teachers would have to share responsibility for its importance and its success.

The writer believes that the curricular branch at the provincial level must continue to play several important roles. First, it must continue to plan basic curricular programs in those areas about which there is no doubt concerning the needs and wishes of society: reading, writing, number, basic scientific and social concepts, and the like. Second, for the present at least, the curriculum

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T. PETERSON

The Omnipotent Reader

VARDIS FISHER, summing up what he had learned from years of practising the art of the novelist, once remarked that one of his major discoveries was this: the reader, not the author, determines meaning.

He could have gone far beyond that, for the author is at the mercy of the reader at many points. Those of us who write are sustained by the pleasant conceit that people read what we write, understand it, and often are affected by it. That assumption is not entirely false, but it is subject to so many qualifications that the wonder is not that we sometimes fail to reach our audience but that we ever reach it at all. At many stages in the communication process, the reader can negate the labor we put into polishing our adjectives, mending our split infinitives, and making our verbs and adverbs come out even.

First, the reader decides whether or not to read our material at all. When we write, we are competing with everything else which makes a bid for the reader's time and attention. We are competing with all of the other communications which assail him—with the folk, grim or gay, who people television; with omniscient *Time*, with the eternally optimistic *Reader's Digest*, with *Maclean's*, with the local newspaper, and the weekend *Toronto Star*; with Marilyn Monroe, Mickey Mouse, and the principal's memorandum. More than that, we are competing with all of the activities that our

reader engages in. His home and school meetings, his automobile drives through the country side, his collection of autographed sweatsocks of famous athletes all may take him away from what we have written.

Second, the reader decides just when and where he will read what we have written. We may hope that our reader will give our material serious contemplation in the quiet of his study; he may elect to read it on a jolting bus-ride to work, surrounded by jostling, shuffling fellow passengers. We may hope that he will read it when he is mentally alert; he may read it at day's end when he is mentally fatigued and impatient with trespasses on his time. Because the reader decides the time and circumstances for reading, he perforce determines the degree of attention he will give to what we have written. If he decides to read when the television set is blaring, he may miss the subtle nuances we tried so hard to achieve.

Third, quite unconsciously for the most part, the reader decides what we mean by what we have written. Indeed, he may find little meaning there at all, even though what we intended to say is wondrously clear to us. Yet if he does not understand us, he has no ready way of questioning us, of asking for clarification or amplification; for the printed page, unlike conversation, represents one-way communication.

The author's difficulties in getting his

The writer's tasks—

- ✓ to attract the reader's attention,
- ✓ to arouse the reader's interest,
- ✓ to sustain the reader's interest,
- ✓ to communicate effectively.

So says Dr. Peterson, consultant at the ATA Publications course at Banff and dean of the School of Journalism and Communications, University of Illinois.

own meaning across arise less from the perversity of the reader than from the communication process itself. Just what happens when we sit down to the typewriter to share our thoughts with another? Trading oversimplification for brevity, we can summarize what happens.

We always communicate abstractions. Words are not the objects and events we wish to describe; they are simply shorthand symbols which represent them. The word "teacher" is not the same as a living, breathing, examination-grading teacher, who exults at her principal's praise and sulks at his frown. A word is a mere symbol, then, and it does not evoke the same response as does the object it stands for. The word "corpse", for instance, does not evoke the same response as would a murder victim, knife in breast, sprawled on our favorite broadloom carpet. Moreover, words often must represent large and complex realities, perceived in different ways by different persons.

When we try to communicate, then, we reach into our hoard of words and—sometimes carefully, sometimes carelessly—pluck the ones which best seem to represent what we wish to convey.

But what those words mean to us may not be at all what they mean to our reader. For every one of us, each word has a private significance. Its meaning has been shaped by our environment, our culture, our psychological make-up—by the sum total of our experiences and our interpretations of them. Every one of us, in short, has his own private language. We use our meanings when

we frame the messages we are sending to others; we use them, too, in translating the messages that others send to us.

Whenever our meaning is out of joint with that of the person to whom we are communicating, there is likely to be misunderstanding. During World War II, the connotations of apparently common words sometimes complicated agreement on policy between British and American officials. Take, for instance, the word "compromise". To the British, the term connoted a gracious, honorable gesture, made willingly by the strong; to the Americans, it connoted the next best thing—what one would settle for if he could not get what he wanted.

As if the difficulties which semanticists can find in the communications process were not already sufficient to put the author at his reader's mercy, he encounters further limitations in the way in which people make up their minds.

Research over the past two decades has fairly well documented the proposition that people tend to read what they already agree with, to avoid what they disagree with. In the 1940 United States presidential campaign, research workers in Erie County, Ohio, for the first time investigated thoroughly the part that newspapers, magazines, and broadcasting play in making up the voter's mind. Actually, they changed few votes and did little to convert the undecided. For the most part, the researchers found people used the communications media to strengthen the opinions they already held. People read material about their chosen candidate and ignored material about his rivals. A substantial proportion ignored political news altogether, even at the height of the campaign. More recent studies have substantiated the general point.

Confronted with material he disagrees with, the reader tends to interpret it in such a way that it harmonizes with his existing attitudes. A few years ago an association in the United States issued a cartoon series which was intended to

(Continued on Page 16)

Report on the ATA Policy and Administration Course
at the Banff Conference by the consultant
and Association past president—

INEZ K. CASTLETON

What Did We Do?

WE talked about us. The stuff our organization is made of. What we are, and why we are what we are. Seventy-two people spent a week talking about The Alberta Teachers' Association — its policies, its administration, and its problems. If you know anything about the old cracker-barrel sessions, you have a good idea of how things went in the course on ATA Policy and Administration.

In a topic as broad as this we had all kinds of room to take a whirl at the various administrative channels within the Association, the formation and functions of locals and sublocals, proposed alterations to Barnett House, requirements for future expansion, the proposed formation of special interest groups, ethics and professionalism, recent changes in *The Teachers' Retirement Fund Act*, electoral ballots and their function, possible outcomes of the Cameron Royal Commission report, the problems of membership and communications, and the proposed credit union.

Of these topics, ethics and professionalism excited most interest in all groups. When is a teacher guilty of unprofessional conduct? How does the discipline committee function? Who should report cases of suspected unethical conduct? What are some of the offences of which teachers have been found guilty? What may the penalty be?

A local, a school board, a teacher, or any individual may lay a charge of unethical conduct against a member of The Alberta Teachers' Association. The Executive Council may, following study of the charge, instruct the investigating officer to inquire further into the substance of the charge and, if there appear to be grounds for action, the Discipline Committee will hold a hearing. The hearings of the Discipline Committee are formal ones with all evidence given under oath. The ATA solicitor attends to ensure that all relevant evidence is brought out, to advise the committee on the value of the evidence, and to assist in maintaining orderly procedure.

Any teacher charged is expected to appear in person. The accused or the complainant may be represented by counsel if so desired. Each may bring witnesses to testify. If any witness is unwilling to attend, the Discipline Committee may issue a subpoena requiring such a witness to be present.

At the conclusion of the hearing, the Discipline Committee must decide whether or not the teacher is guilty as charged and, if so, what the punishment shall be. It may recommend: a reprimand, an assessment of costs of the hearing, suspension from membership in the Association (which means that the person cannot teach in Alberta while so suspended), expulsion from membership, or

that the Minister of Education be requested to suspend or cancel the teaching certificate, or any combination of the preceding. Details of the bylaws relating to discipline are found in the *ATA Handbook*. The recommendations of the Discipline Committee are subject to study and approval by the Executive Council.

Our teachers believe firmly that high standards of professional conduct must be required of all members. One of the hallmarks of the professional is the ability and willingness to police his own conduct as well as that of his colleagues.

A substantial part of our sessions was occupied by discussions of problems of space at head office. Delegates learned that requirements for future expansion projected by additional services and the acceleration of others are leading the Executive Council into an intensive investigation of the present and future adequacy of Barnett House. The groups at Banff felt that it was the responsibility of the Executive Council to plan well ahead for future requirements.

Considerable interest was evident in recent proposals for changes in *The Teachers' Retirement Fund Act* and bylaws. One of the problems now under active study is the matter of reciprocal agreements between teachers' pension plans in the various provinces.

Each group spent considerable time in discussing plans for improving our communications. Various suggestions were made for keeping members up-to-date on local activities and business at the provincial level. The big problem is what to say and how to say it. Apparently we all suffer from the same occupational disease—using too many words.

Each of our sessions ended with a discussion on our approach to the economic welfare of our members. This important aspect of Association activity needs continuous examination in order that teaching be made competitive with business and industry in the search for new recruits.

Probably the greatest single unsolved problem is how to make the best use of our Banff experiences when we get back to home base. It is generally agreed that to simply make a report and let it go at that is superficial. Whether delegates should accept executive posts or be retained as consultants to the executive during the year needs further study. Probably what we need most is the experimental approach and a follow-up at provincial level. Maybe we should spend more time at future conferences on the business of realizing more direct value from our ATA Banff Conference.

The Omnipotent Reader

(Continued from Page 14)

diminish intolerance towards minority groups. The series featured a character called Mr. Biggott, whose prejudices were so exaggerated that they were ludicrous. Readers would see the absurdity of his prejudices, the issuers reasoned, and consequently of their own. What actually happened was quite different. In Mr. Biggott, the prejudiced found confirmation for their own prejudices. Instead of diminishing prejudices, the series strengthened them.

What does all of this mean for those of us who write? For one thing, it means

that we should approach our typewriters humbly and with an awareness of our tasks.

It means that we should realize the limitations of words as well as their strengths. It means that empathy with the reader is a practical virtue. It means that we must not expect too much too soon from what we write.

It does not mean that, overwhelmed by our difficulties, we should bequeath our typewriters to cobwebs and dust. Even after he had made his important discovery, Vardis Fisher did not stop writing.

Teachers as—

Ambassadors of Goodwill

"The pupil is the most immediate, most constant, probably most energetic, and certainly most talkative link between school and public."

E. J. INGRAM

THE concepts held by practising teachers and how these concepts are applied determine, in the final analysis, the success or failure of a public relations program. This principle was accepted by the public relations section of the 1959 Banff Conference, but unless it is transferred into action by individual teachers in individual classrooms in Alberta no substantial change in public attitudes will result.

Public relations consists of developing a harmony of understanding and goodwill between the teaching profession and the various publics it serves. Although it is necessary for school staffs, sublocals, locals, and the provincial association to have well-planned and well-conducted public relations programs, these can only serve to strengthen and coordinate the public relations activities of individual teachers. A provincial or local program which is not based upon the work of individual teachers is like a house without a foundation. It will soon twist out of shape and be useless. The first phase of any program must be to assist teachers improve their individual public relations.

A teacher has several publics—pupils, parents, the community, and colleagues. Although good public relations can be developed by contacts with each of these groups, the logical place to start is where

the educative process originates — in the classroom. The expression, public relations starts in the classroom, is just as true today as when it was coined several years ago. A product is its own best advertising—is just as true in education as it is in business; so is the expression—a satisfied customer makes for good public relations. Pupils are both the customers and the product of the school system.

According to Doyle M. Bortner, "The pupil is the most immediate, most constant, probably most energetic, and certainly most talkative link between school and public." Parents get more information about the school through their children than they do from any other single source, and parent attitudes toward education can often be traced to experiences their children have had with teachers and other elements of the school system. If teachers are liked and respected by pupils, the reaction of parents and the community will be more favorable than if the reverse were true.

All teachers have the responsibility of winning pupils as ambassadors of goodwill. This can best be done through good teaching rather than by the teacher's deliberately trying to be popular. A job well done and a sincere effort to do better has always been the basis for

good public relations. Teaching procedures which achieve the most from the standpoint of learning will also achieve the most in creating favorable pupil attitudes. General practices such as providing for activity and creativity, making sure pupils understand the reason for classroom experiences, relating learning to everyday life, and showing respect for the opinions of pupils are basic to good teaching as well as to good public relations. Discipline applied from the point of view of guidance rather than of retribution is also a sound principle to follow.

Maintaining an attractive classroom, showing a concern for school conditions, remembering pupils through letters and notes, and participating in extra-curricular activities are effective in developing favorable pupil attitudes. Teaching pupils about education and about their school system has also proved effective in increasing pupil understanding and improving pupil attitude toward education.

Using pupils to make community surveys, to perform community services, and to welcome visitors to the school can develop favorable community attitudes, but it must be remembered that the primary reason for these activities is educative and not for the sake of public relations. Public relations is a by-product of the educative process.

Next to the influence of pupils in creating favorable public attitudes toward education is the influence of parents. Unfortunately, many teachers feel that parents interfere where they are not wanted or needed and that education is the sole prerogative of teachers. This attitude tends to alienate the teacher from the community and to destroy public confidence in the schools, and so weaken the educational system. It is true that some parents interfere unwisely with the school and criticize without just cause, but attempts to isolate the school from parental or community influence will only aggravate the situation. To win the moral and financial support needed to develop and maintain

an effective school system, it is necessary that parents be treated as partners in the educational enterprise.

It may be difficult to develop a partnership with all parents. Some may seem indifferent, others may be doubtful and uncertain, and still others may be hostile. Nevertheless, this partnership must be attempted, and, of necessity, the teacher must make the first move.

Good teaching, and the resulting constructive relations with pupils, is the surest way of winning the support of parents, but there are many other means by which teachers can keep parents informed of the objectives of education and of the benefits to their children of changes in school programs and instructional methods.

Seeing is believing. Parents who have an opportunity to visit the school during the day have a first-hand impression of the education their children are receiving. This experience is more influential than explanations given through the pages of a newsletter or artificial programs staged at night. However, newsletters and evening programs are better than no program at all and are useful supplements to first-hand experiences.

It is often beneficial for teachers to visit the homes of students when the opportunity arises, if these visits are voluntary and genuine. However, a blanket policy that forces teachers to visit the homes of all parents can do more harm than good.

Reporting pupil progress to parents is one of the most effective contacts a teacher has. There are several ways of reporting, but the most effective seems to be the parent-teacher interview. In cases where no organized parent-teacher interview program exists, it may prove beneficial for the teacher to conduct his own program, if agreed to by the principal. Letters to parents concerning both favorable and unfavorable aspects of pupil progress can also be an effective means of reporting pupil progress. The formal report card, although a requirement in most systems and generally insisted on by parents, is one of the

Teaching Number Systems

D. H. CRAWFORD

In a previous article dealing with modern mathematics and the high school, it was pointed out that mathematics has finally emerged as the study of abstraction and of logical self-consistent systems based on certain axioms or assumptions and permissible operations. Also, certain words, or terms, remain undefined so that circular reasoning is avoided. Mathematics has been defined as the study of relationships, or the analysis of structures.

In arithmetic, children begin by counting apples or desks and the idea of the abstract comes into play when the child realizes that three apples, three desks, or three objects of any nature whatever have in common the abstract quality of 'threeness'. Hence, instead of making the particular statement that two apples plus one apple make three apples, we prefer to write the general abstract statement, $2 + 1 = 3$. Again, later on, instead of making particular statements like

$$9 - 4 = 5 \times 1, \text{ or}$$

$$3^2 - 2^2 = (3 + 2)(3 - 2), \text{ or}$$

$$16 - 4 = 6 \times 2, \text{ or}$$

$$4^2 - 2^2 = (4 + 2)(4 - 2),$$

we prefer to write

$$x^2 - 2^2 = (x + 2)(x - 2),$$

Before teachers can teach mathematical concepts successfully, they must understand such ideas. This is the second of Mr. Crawford's articles on mathematics. He is assistant professor in the Division of Secondary Education, Faculty of Education, University of Alberta.

or even more generally

$$x^2 - y^2 = (x + y)(x - y).$$

At a much higher level, whole abstract theories containing hundreds of complicated theorems (not necessary geometric) can frequently be made to apply bodily to several different concrete subject matters by merely re-interpreting the undefined terms in different concrete ways. A powerful example of this is Boolean Algebra where the symbols "+" and "." are normally employed. If we regard $x + y$ as meaning two electrical switches, x and y , connected in parallel, and $x \cdot y$ as two switches connected in series, we have a powerful tool with which to analyze complicated electrical networks. On the other hand, if we decide that x and y will represent legal statements and that "+" and "." shall mean "or", "and" respectively, our mathematical system enables us to examine the logical structure of laws, contracts, and conclusions which are drawn from data.

It is very important to note that in mathematics, the word "generality" does not imply vagueness, nor does "abstractness" mean that mathematicians' heads are in the clouds. The examples given

above illustrate two important facts about mathematics

—a general result always includes within it all the special results that may have suggested it,

—an abstract statement yields, if suitably applied to specific subject matter, all the concrete statements of which it is the prototype.

This great economy of thought and power of extensive application are among the main reasons for the importance of abstract mathematics.

In line with this recognition of the power of abstract mathematics, there has developed a growing movement which stresses the need to emphasize structure, relationships, and generalizations in teaching school mathematics. Attention has therefore focussed on how we should lead the child from the numbers he first meets (1, 2, 3 . . . 21, 22, etc., variously called the counting numbers, the natural numbers, or the positive whole numbers or integers) to more difficult numbers like the irrational and complex numbers. The importance of teaching these ideas meaningfully lies in the fact that it is by means of these elementary number systems that later abstract logical systems have been understood and are continually being developed and extended. Before we as teachers can teach these concepts meaningfully and successfully, and show the expanding structure of number, however, we have to be clear about them ourselves, and the rest of this article will attempt first to show how the framework of our number experiences gradually develops, and then to make some brief comments on how we should treat the structural aspects inherent in the number systems we develop, both at the primary and the secondary levels.

Let us follow the number experiences of the child throughout his school life. First he meets the counting numbers 1, 2, 3, . . . and learns to group and add. At this point it is quite important that he should understand the meaning of "4". There are two aspects to this. The first is that $4 = 1 + 1 + 1 + 1$, i.e.,

4 is the result of adding 1 and 1 and 1 and 1. This is the counting, group, or cardinal aspect. The second is that $4 = 3 + 1$, i.e., 4 comes after 3 in counting or position on an increasing scale. This is the ordinal or serial meaning. Both have significance in later mathematics. When the child comes to remove objects from groups, he begins the process of subtraction, and it is here that he meets zero formally for the first time in such a situation as $5 - 5$. He now learns to multiply, without any new type of number being introduced, but division brings with it the need to understand the idea of a fraction. At some point in the junior high school, he is led to extend his number ideas still more when he studies negative numbers, both integers and fractions.

At this stage he has within his grasp many important ideas about number. He has in fact made the acquaintance of the two main sub-sets of the set of rational numbers, so called from the word ratio, i.e., every rational number can be expressed as a quotient or ratio of two integers. These sub-sets are the integers (comprising the negative integers, zero, and the positive integers) and the fractions. He now knows also the four operations of addition, subtraction, multiplication, and division; each of which if performed on any two numbers or elements of the universal set of rational numbers yields as result another element in the same set. (Division by zero is excluded.) For example, $81 + 22 = 103$, $29 \div 46 = \frac{29}{46}$. This is

the important property of closure, but does not hold for all the earlier sets of numbers he has considered. For example, as we saw earlier, the set of positive integers is closed under the operation of addition and multiplication but not of subtraction or division. In other words, the answers to some problems like $3 - 8$, and $\frac{3}{8}$ are not elements

of the original set which we are considering.

Furthermore, our student has been

using, consciously or unconsciously, other basic relationships among numbers, for example, the property that the sum of two numbers does not depend on the order in which they are added. This is called the Commutative Law of Addition, and a similar law holds for products in the case of multiplication. The other important laws of this type are the associative and distributive laws. It is because of these laws that we can reduce the number of basic facts which we have to memorize, since, if we know $3 + 5 = 8$, the commutative law enables us to say immediately that $5 + 3 = 8$.

Properties such as closure, and the commutative laws, together with apparently simple ideas such as the effect of adding zero, or multiplying by unity, are basic to a rigorous development of modern algebras.

The next development is introduced when the student encounters either the equation $x^2 - 2 = 0$ or its geometric counterpart, a right-angle triangle which has each of the sides about the right angle one unit in length. By the theorem of Pythagoras, the length of the hypotenuse is a number x such that $x^2 = 1^2 + 1^2 = 2$. From a geometric point of view, we can describe our number system as it has developed so far by an unending scale or line stretching infinitely far on either side of a starting point called zero. Thus there is neither a first nor a last number on the line. Moreover, there is not a definable count on all the numbers which can be represented between each of two given neighboring points. (This can be seen if you consider any two rational numbers a and b , for no matter how close they are together, there is another rational number $\frac{a+b}{2}$ midway between

them. If we call this number c , we can repeat the process as often as we please.)

However, the amazing thing is that, in spite of the seemingly compact structure of the number line, it has gaps or holes in it. This is so because it can be proved fairly simply that the number denoted by $\sqrt{2}$ and represented by the

length of the hypotenuse mentioned above, although it must occupy a place on our number line, is not in fact a rational number. Many other such numbers such as $\sqrt{7}$, $\sqrt{41}$, π , and e exist and are called irrational numbers. Together the rational and the irrational numbers make up the set of real numbers. Any real number can be represented by a point on a line, and, conversely, any real number can be assigned to any point on the line.

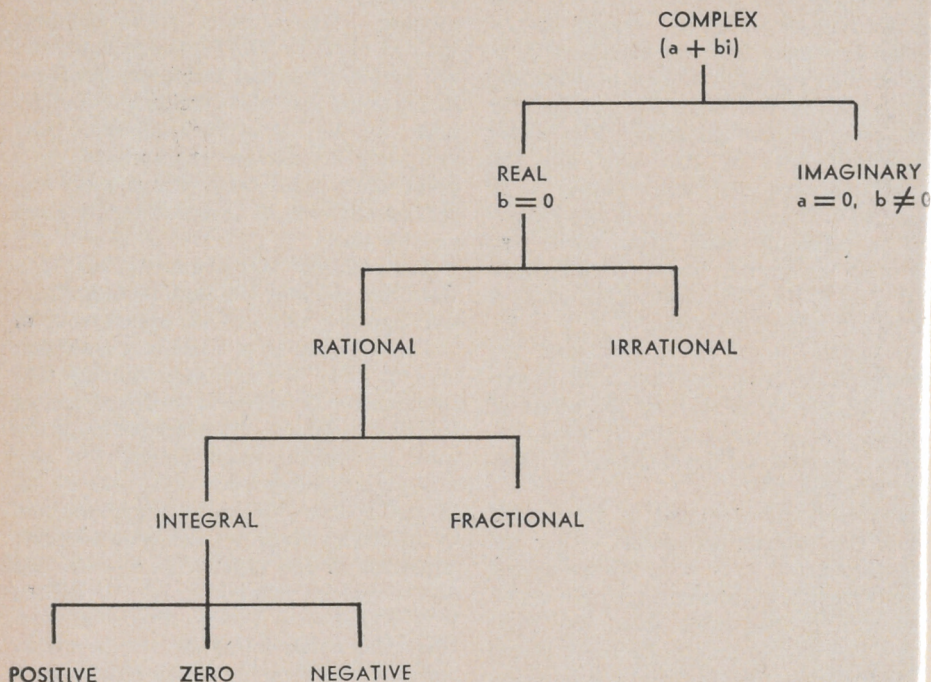
Still further developments are possible, for suppose we consider any negative number, say -3 . A square root of -3 would then be a number x such that $x^2 + 3 = 0$. We can show quickly that this number, x , is not to be found among the real numbers, i.e., negative numbers have no square roots among the real numbers. Symbols such as $\sqrt{-3}$, $\sqrt{-n}$, are called pure imaginary numbers, and by means of these we are able to solve equations of the type $x^2 + n = 0$. We give a special symbol to $\sqrt{-1}$, calling it " i ". Thus $i = \sqrt{-1}$. If now we consider the combination of real numbers and imaginary numbers, we obtain numbers of the form $a + bi$ where a and b are real, which are named complex numbers.

Even further extensions are possible, but they are unnecessary for our present discussion.

The most general system of numbers met by the high school student then is the set of complex numbers which contains within it as sub-sets all the various types of number previously encountered. This can be shown quite well in family tree form in the accompanying diagram (Figure 1, overleaf).

There remains the important problem of how we should attempt to teach these concepts at various levels throughout the student's schooling. Space does not permit of detailed suggestions. In any case, this is not the purpose of this article, which is to suggest the need to pause in review to see the essential pattern or structure which has emerged so far and to relate the new concepts

Fig. 1—CLASSIFICATION OF NUMBERS



to this structure showing how they deepen and extend it. In the primary school, care must be taken not to be too abstract, yet even here good teaching can reveal some of the major relationships.

In his early school grades, the child has to learn to work with the decimal number system, in which five essentials can be discerned—namely, base, place, symbols, zero, decimal point. In this connection, the really basic idea structurally is that of grouping. In our case, we group by tens but this is merely a convenience, probably due to man's possessing ten fingers. Since other groupings, notably two's, occur very naturally, it would seem that the teaching approach at this point should be to give the children plenty of grouping by twos, and threes, and fives, and to help them to

see that grouping by tens is a convenient choice, but that the essential operation is grouping, and that in other situations some other base than ten may well be more suitable (e.g. in modern computers, 2, 8 and 16 are all used as bases). Of course, the idea of grouping is continued in later grades in order to conceive and systematize much larger numbers, like 100, 1000, etc., and this structural concept of grouping should again be stressed at such times.

As far as the commutative laws are concerned, it is probably sufficient to mention the word "commutative", (meaning "changing the order round"), once the child has been guided, again by many personal concrete experiences, to realize that the result of adding or multiplying any two whole numbers is independent of the order. The fact that these laws

still operate can be brought out again after sufficient experience with fractions has been gained, by referring to previous work with whole numbers and by asking the child to see if they are still true.

When the teacher introduces fractions and negative numbers, the number system is being extended, and it should be possible to devise methods which will challenge the pupil to see the need for new numbers in order to meet new situations, and solve new problems. Thus, for example, to introduce negative numbers (there are other approaches), the teacher may provide a bundle of sticks, ask each child to take a group of five, and then say, "Remove eight sticks." The meaning of doing this may then be discussed with reference to many areas of the child's experience, such as gaining and losing ground in football, temperature scales, height referred to sea level, etc. However, it is in the structural aspects that we are interested at present, and so the teacher, after appropriate experience has been gained, should have the children discover that subtraction is **not** commutative as was the case with addition and multiplication. Thus $8 - 5$ and $5 - 8$ do not yield the same result. A similar procedure may be followed in the case of fractions.

In our development of number sets or systems, we next come to the introduction of irrational numbers. Here a possible outline might be as follows. The student is by now familiar with the representation of any rational number on a number line and he would also require to know the theorem of Pythagoras. He can then be asked to construct a unit square with base the line segment 0 to +1 on the number line. The diagonal of this square from the starting point is then $\sqrt{2}$ in length. Using compasses, the point on the number line representing this length can be found. The teacher may then guide him through the theorem which proves that this point has no rational number corresponding to it. This serves to break the ground, and the existence of many other irrational num-

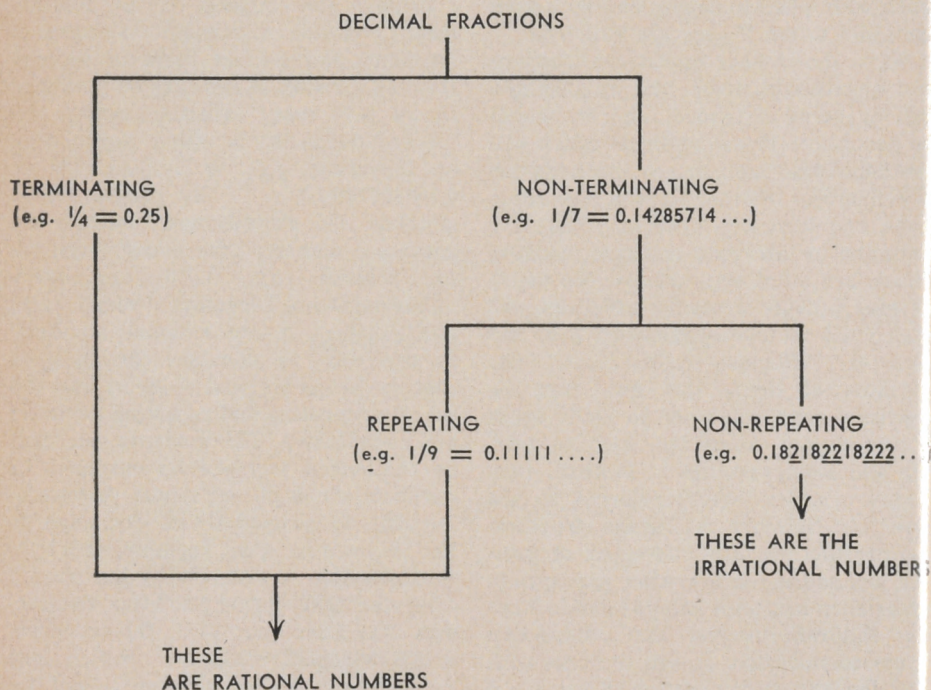
bers can then be shown by a consideration of the various types of decimal fractions.

Briefly, the method is as follows. First, consider a number of common fractions, and convert them to decimal form by division. It can thus be plausibly shown that every rational number, expressed decimally, is either terminating or repeating, e.g., $\frac{1}{4} = 0.25$, $\frac{1}{7} = 0.142857142857 \dots$. By computational methods also, we may now establish the converse, namely, that every terminating decimal (e.g., 0.875) and every non-terminating repeating decimal (e.g., 0.18181818 \dots) are rational numbers. In this way, we convince the students that the set of rational numbers and the set of terminating and repeating decimals are co-extensive. The students can then be challenged to make up examples of decimals which do not repeat or terminate. This is easily done in ways such as the following. For example, $2/11 = 0.1818181818 \dots$. Merely by inserting 2 after the first period, 22 after the second, 222 after the third, this becomes 0.1821182218222182222 \dots which will never repeat. And so we agree to call the non-terminating, non-repeating decimals irrational numbers. A diagram such as that shown in figure 2 may be helpful in summing up the discussion.

After this concept has been thoroughly assimilated, a general review of the structure and properties of the real number system should be made. One aspect which should receive mention is that the real number system is ordered, i.e., given any two unequal real numbers, a and b , either $a < b$ or $a > b$, but not both. The number line should be used to emphasize this ordinal or serial meaning of number as well as the cardinal or group aspect.

Finally, the approach to complex numbers may be made by considering negative numbers, and taking their square roots. If we consider -4 , and then a square root, x , of -4 , x will satisfy the equation $x^2 = -4$. For any real number x is either positive, zero, or

Fig. 2—CLASSIFICATION OF DECIMAL FRACTIONS



negative. If $x < 0$, $x^2 > 0$ and cannot be -4 . If $x = 0$, then $x^2 = 0$ and not -4 . Finally, if $x > 0$, x^2 is positive and not -4 . This leads us to a consideration of the need to introduce a new number if we want to solve equations of the type $x^2 + 4 = 0$.

The purpose of this article has been firstly, to outline the structures and properties possessed by the number systems encountered in the primary and secondary school, and secondly, to give a general idea of how an awareness of this structure may be taught. In the attempt to discuss such a wide subject, many questions may be left unanswered and some aspects may be vague. However, it is the author's hope that the article will stimulate teachers to think

about and to try out some of these ideas themselves in their teaching, keeping in mind the need for continuity of experience in mathematics throughout the school.

Young Canada Book Week
November 15 - 22, 1959

"Books are sometimes set aside (as slightly anti-social) in favor of a group activity. It is too often forgotten that a book may be the centre of one of the best of all group activities, reading aloud." — Dr. Hilda Neatby, patroness, Young Canada's Book Week, November 15 - 22, 1959.

An Alberta Experiment in Instruction Planning

The Killam Local of the Association introduced an original idea to the Alberta education scene this year when, in conjunction with the board of the Killam School Division, it held an institute at the commencement of the fall term to plan for the coming school year. August 31 and September 1 were used for the conference, one day from the

School Inspector Ottar Massing speaking at the opening session on the new language program.

Following the initial general session, the conference broke up into groups to discuss problems in the elementary section under Miss Jean Dey of the Faculty of Education; high school mathematics and science problems under Mr. Massing;

*Teachers of the
Killam Inspectorate
do their
pre-term planning*



holiday of the teachers of the Killam inspectorate and one school day granted by the Killam school board.

The institute was planned last year under the leadership of Keith Robson, then principal of the Strome School. It was the opinion of the planners that teachers would be able to approach their year's work more efficiently if a two-day session were devoted to discussion of the problems of the various courses to be offered and of the administrative procedures to be followed through the year.

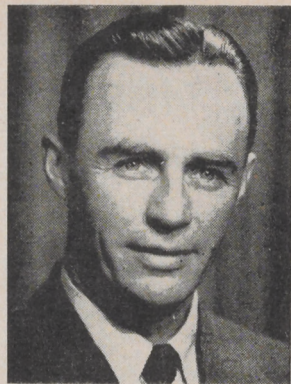
The committee invited N. A. Purvis, the assistant director of curriculum in charge of elementary education, Department of Education, to give the keynote address. Mr. Purvis spoke of the necessity of planning for the year's work and stated, "The future belongs to those who plan." The teachers also heard High

school English and social studies under Dr. J. C. Jonason of the high school inspection staff; and the problems of junior high school courses under Mr. Purvis. The two-day institute was closed by another general session which was addressed by E. J. Ingram of head office on the value of in-service education for teachers.

"All of those associated with this institute are to be congratulated," Mr. Ingram stated. "Teachers were able to come to grips with many of the problems which will face them during the term ahead. The institute revealed the desire of teachers to participate in pre-term planning and is an excellent example of board-teacher cooperation. I hope the idea will spread throughout the province next year."

For Your Benefit

THE PRESIDENT'S COLUMN



The thirty-sixth annual convention of the Canadian Education Association was held in Saskatoon on September 15, 16, and 17. Dr. Stan Clarke and I were the ATA representatives. Supported by the ten provincial departments of education, the Canadian Education Association is essentially the organization of officials of departments of education, but most educational associations throughout Canada are represented at its conventions. Its directors include the deputy ministers of education of all provinces, a number of superintendents of schools, and representatives of teacher-training institutions and of other national educational groups.

The Canadian Education Association has played an important role in educational development in Canada. Without infringing on the rights and responsibilities of provincial departments of education, it provides for close liaison and ease of exchange of ideas and information between the education officials of the Canadian provinces. The CEA prepares and distributes reports on educational trends and practices; it publishes a newsletter and a quarterly magazine, *Canadian Education*; it maintains an educational research division; and it promotes the teacher exchange programs. The CEA is actively interested in the Alberta Leadership Course for

School Principals and has provided funds for a lectureship.

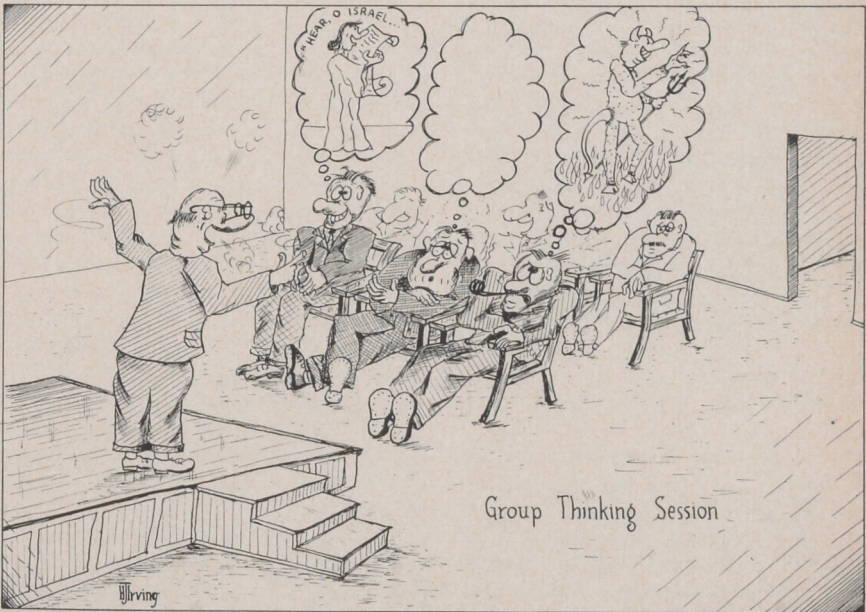
During general sessions at this year's convention, such topics as the teaching of a second language, teaching of Canadian history, organization of a secondary school, mentally retarded children, vocational and technical education, improvements in the teaching of reading and reading habits, and others were presented to the general assembly as panel discussions. The formal discussions in the general sessions and the less formal contacts with educators from all parts of Canada are stimulating and thought-provoking experiences.

Acting on a resolution passed by the 1959 Annual General Meeting, the Executive Council has now completed the organization of The Alberta Teachers' Association Savings and Credit Union Limited. The supplemental by-laws and memorandum of agreement have been approved and signed by the required ten members. The seven-member board of directors, the credit committee of three members, and a three-member supervisory committee were elected at a meeting in Calgary on October 2. W. R. Eyres is the staff officer assigned to this organization. It is hoped that the credit union will meet with the popular support of Alberta teachers and will provide a

needed service, particularly in the area of personal loans for study, travel, and so on.

Also arising out of a motion of the last Annual General Meeting, a committee has been set up to study the reorganization of the ATA Banff Conference. When this conference was originally promoted 11 years ago under the sponsorship of the Association, the purpose was to inform individual members of several aspects of Association affairs so that they might become more effective members of their local associations. Thus each delegate to the general course attended sessions at which four different topics were discussed, about five hours being devoted to each topic. I am certain that the conference as originally organized fulfilled the function for which it was intended. However, the time may have come for the revision of this conference in order to train members to take an active leadership role in certain activities of our Association. If this, then, becomes the purpose of the Banff Con-

ference, certainly the time devoted to each topic must be lengthened and continued careful selection of delegates will be essential. Executive recommendations developing from the report of the committee will be presented at the next Annual General Meeting.





Eleventh Annual Banff Conference

ONE of the best attended and most enthusiastic conferences in ATA history was completed August 22 in Banff, when nearly 90 Alberta teachers wound up a week of intensive professional study and activity. President R. F. Staples stated at the opening session of the week-long conference, "This is a learning situation." His words were well borne out. Curriculum Development with Dr. H. T. Coutts, dean of the Faculty of Education, University of Alberta; ATA Policy and Administration led by Mrs. Inez K. Castleton, past president of the Association; Group Dynamics under the leadership of Frank Anderson of Seattle, Washington; and Educational Publicity and Public Relations by E. J. Ingram of head office, made up the well-rounded schedule for delegates. In addition, Dr. T. Peterson, dean of the School of Journalism and Communications, University of Illinois, conducted his course in ATA Publications, and F. J. C. Seymour directed the fourth annual Economic Seminar for a group of 11 teachers specially selected by the Executive Council for training in teacher economics.

"One of the most interesting things to me", stated Roy Eyres, director of the conference, "was the enthusiasm of the group. This year, we had a very large percentage of teachers with relatively short teaching experience. Attendance was good and discussion keen at all

classes and at the two evening sessions which consisted of a talk by Dr. Peterson on writing and a panel on school law." In addition, a ladies' bridge tourney proved popular, as did a tea for the wives of delegates.

Guests of the Association at the conference included: Mrs. C. B. Andrews, Alberta School Trustees' Association; Mrs. H. Hodson, British Columbia Teachers' Federation; Mrs. M. Tory, The Alberta Federation of Home and School Associations Incorporated; E. Borth, Alberta School Secretaries Association; A. B. Evenson, Department of Education; Dr. G. L. Mowat, Faculty of Education; Fred Nakonechny, Saskatchewan Teachers' Federation; Cyril Pyrch, Alberta School Inspectors' Association; J. E. Sigurjonsson, Manitoba Teachers' Society. Observers at the Economic Seminar included: W. V. Allester from the British Columbia Teachers' Federation; Norman Fergusson, Nova Scotia Teachers' Union; Hector G. Trout, Saskatchewan Teachers' Federation; Cliff Wood of the Manitoba Teachers' Society, and Peter M. Owen, ATA solicitor.

Our candid camera was busy throughout the sessions and the following pages bring you a cross section of the conference. The addition of Hugh Irving's delightful cartoons, as you find them through this issue, will bring you some of the flavor of our eleventh annual Banff Conference.



*President R. F. Staples
and Past President Inez K.
Castleton greet Norman
Fergusson, delegate from the
Nova Scotia Teachers' Union,
at the Calgary airport.*

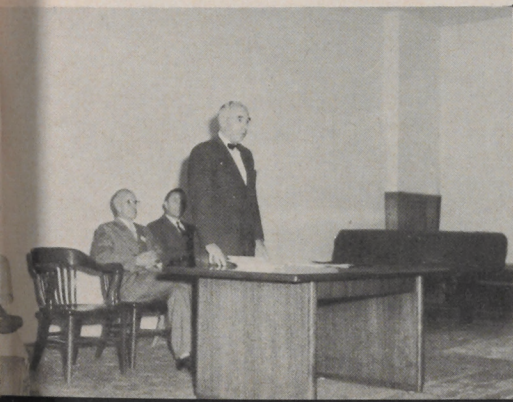
*Delegates are welcomed Sunday . . .
and sessions open Monday*

"This is a learning situation"

*President Staples officially
opens the week of conferences.*



*"Welcome to the Banff School of
Fine Arts"—Senator Donald
Cameron greets the delegates.*



And so to work . . .



Public Relations group discusses, while . . .

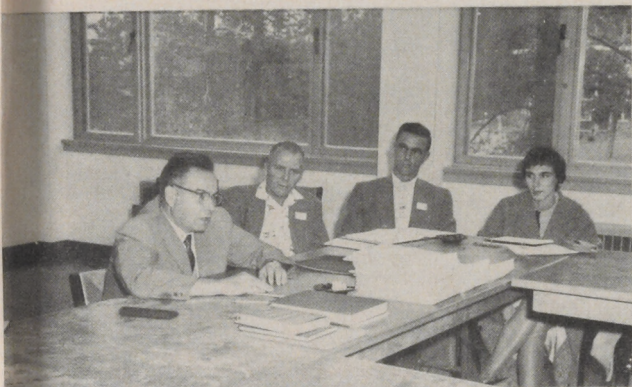


Group Dynamics gets worked over



(Left to right) Ruby Lester, Lethbridge; Helen Schumacher, Wetaskiwin; George Dwernychuk, Edmonton; Harry Chomik, Vegreville; and Al Ronaghan, Wainwright.

Meantime, back in another group



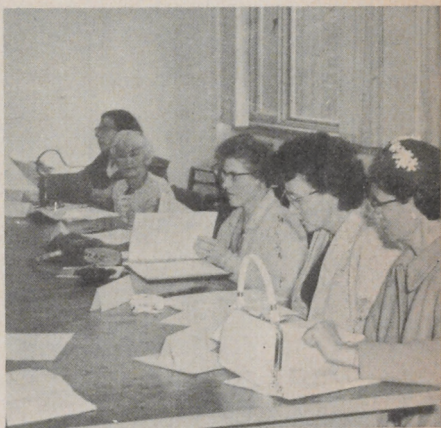
Left

Dean H. T. Coutts; Tom Rieger, ATA Executive; Bill Sime, Clover Bar; Helen Kohut, Calgary.

Below

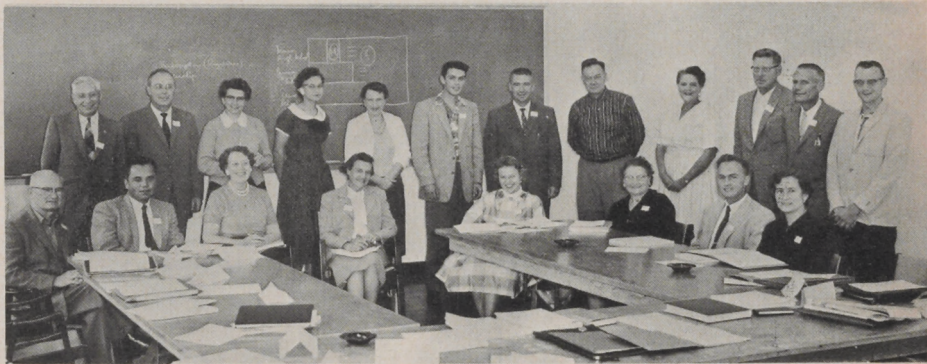
Mary Belkin, Calgary; Margaret Spence, Drumheller; Thelma Pendergast, Red Deer; Pat Calvert, Lamont; and Mrs. B. Scheuchner, Turner Valley.

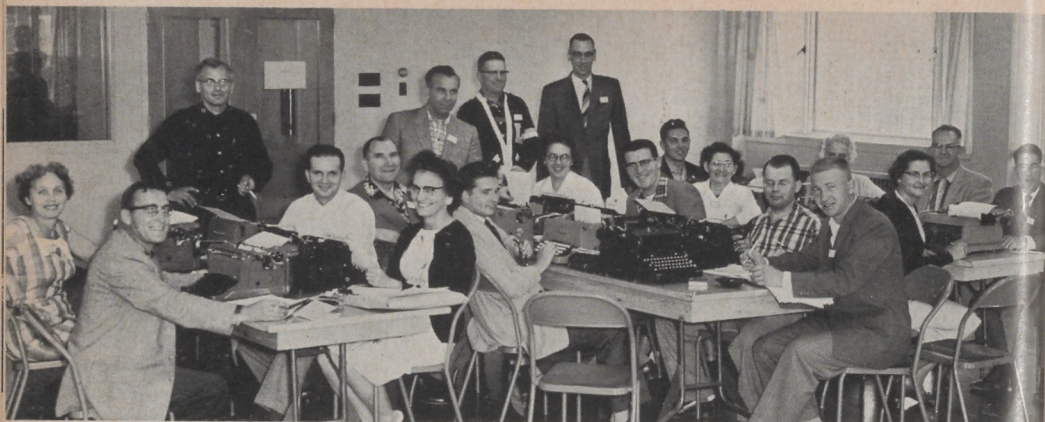
"Curriculum is much more . . .



. . . than a course of studies"

One of the dean's curriculum groups





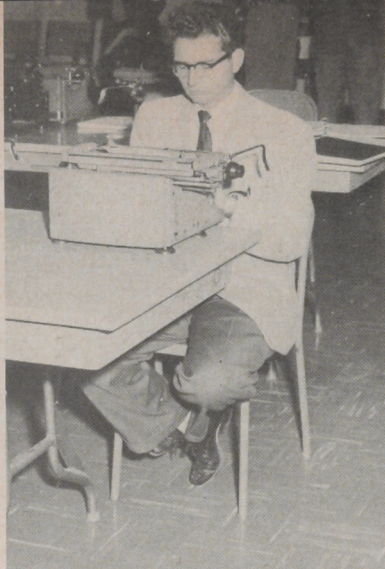
Dr. Ted Peterson's writers' group,



Fred Seymour's economic seminar,

and Inez Castleton's ATA administration group, forge ahead





"Deadlines, deadlines."



Above Dr. Peterson advises Kathleen Johnson, Red Deer, on the fine points of writing.

Left Bill Washburn, Wheatland Local, beats it out.

Front (left to right) Nick Hrynyk, Cliff Wood, and Herman Heidecker.



Back (left to right) McKim Ross, Peter Owen, Dr. Clarke, Norman Fergusson, Dick Staples, and Neil Campbell.

"We must examine the wage determinants carefully"



(Left to right) Don Rix, Holden; Cyril Pynch, Leduc; Gord Hunter, Sullivan Lake; Nick Dawson, Neutral Hills.

"Now, the status of the local association. . ."

But

it wasn't

all work



There was coffee for delegates,



*and more coffee for delegates'
wives,*

Left

*Mary Haluschak, Craigmyle and Eleanor
Clarke, Edmonton.*

Below

*Mrs. C. B. Andrews, Alberta School
Trustees' Association, Lethbridge, and
McKim Ross, consultant, ATA Economic
Seminar.*



and more coffee,

Right—J. E. Sigurjonnson, Manitoba Teachers' Society; Archie Evenson, Department of Education; Gordon Mowat, Faculty of Education; Cyril Pyrch, Alberta School Inspectors' Association; and Hugh McCall, ATA Executive.



Below—McKim Ross, Ernie Ingram, Dr. Coutts, and Dr. Mowat.



and "summit" conferences,

and still more coffee,



and visiting firemen,

Above—Hector Trout, Saskatchewan Teachers' Federation; Cliff Wood, Manitoba Teachers' Society; Norm Fergusson, Nova Scotia Teachers' Union; and Bill Allester, British Columbia Teachers' Federation.



and food.



(Left to right) Dick Staples, Marg Seymour, Ernie Ingram, and Fred Seymour.

And "square" dancers,

(Left to right) Peter Owen, Dr. Clarke, Kate Andrews, Bob Cruickshank.



and a panel on school law,



Helen Kohut, Maxine Leslie, Mel Sherris, Pat Weatherill, and Neil Campbell prepare to wind up a busy week at the eleventh ATA Banff Conference.

and the nostalgic strains of "Auld Lang Syne"

The Alberta Teachers' Association Savings and Credit Union Limited

◆ Board of Directors

F. C. Toews, President
A. T. Godwin, Vice-President
N. P. Bragg
Mrs. Inez K. Castleton
Miss Elizabeth W. Duff
W. N. Holden

◆ Supervisory Committee

C. T. De Tro
C. M. Hollingsworth
F. J. O'Dwyer

◆ Credit Committee

A. M. Arbeau
B. B. Burwash
J. W. Moseley

◆ Secretary-Treasurer

W. R. Eyres

The Alberta Teachers' Association Savings and Credit Union Limited has been issued a charter by the provincial government and is incorporated under *The Credit Union Act*. The first annual meeting of this new credit union was held in Calgary on Friday, October 2, at which time the Board of Directors, the Supervisory Committee, and the Credit Committee were elected. W. R. Eyres, executive assistant of the Association, was appointed secretary-treasurer of the credit union organization.

Applications for membership may be addressed to Mr. Eyres at Barnett House, Edmonton. Members are required to pay an initiation fee of 25¢ and in addition to buy at least five shares at \$5 per share. All shares are entitled to dividends from the first of the month following payment. Loans will be permitted to members only and must be for provident or productive purposes.

◆ Interesting facts about credit unions in Alberta

- there are 246 active credit unions, with combined assets of \$22,500,000, serving 66,000 members
- the minimum and maximum loan permitted is set by the board of directors and is regulated to accommodate as many members as possible
- average membership is approximately 270—the ATASCU's potential is 11,000 plus!
- standard bylaws are prescribed by *The Credit Union Act*
- average share dividend is about 3% but some credit unions pay as high as 5%
- from 15% to 85% of a credit union's members use the loan privilege — loans range from \$50 to \$1,200 depending on the size and length of operation of the credit union
- interest on loans cannot exceed 1% per month on the unpaid balance — this rate pays for the additional service of loan and share insurance
- losses on credit union loans are covered by reserves — in all their history credit unions have average losses of about $\frac{1}{4}$ of 1%

◆ Facts to know about your credit union

- ✓ membership is available to all regular, associate, and optional members of The Alberta Teachers' Association, their wives or husbands and immediate families, the provincial association, and locals thereof, and their employees, husbands or wives and immediate families
- ✓ membership fee is \$25.25, consisting of 25¢ initiation fee and five shares at \$5 per share
- ✓ any member may make application for a loan to the credit committee through W. R. Eyres, the secretary-treasurer — all applications will be treated strictly confidentially
- ✓ loans of up to \$200 will be made without security with interest at 1% per month on the unpaid balance — terms of repayment will be set by the credit committee
- ✓ the maximum loan available at present with security will be \$500 above the borrower's capital — for all loans of over \$200 the law requires security — this may be the pledge of shares owned, a note co-signed by two or more members, or a note secured by some other form of collateral
- ✓ The Alberta Teachers' Association has bought 2,000 shares in the new savings and credit union — additional individual applications have already been received for over 150 shares
- ✓ a member can withdraw his shares on any day that the credit union is open for business — no member may withdraw shares or deposits who owes money to the credit union or who is the guarantor of any loan
- ✓ the secretary-treasurer of the ATASCU is bonded
- ✓ a member of the Board of Directors, of the Supervisory Committee, and of the Credit Committee of the ATASCU will be permitted to borrow in excess of any amount paid in by him on shares, only if such borrowing is approved at a meeting of the members of the Board of Directors and the members of the Supervisory and Credit Committees other than such person, by a vote equal to two-thirds of the number of all such members

Who Is Liable?

(Continued from Page 7)

tion of the child against foreseeable dangers. It is flexible, and depends mainly on the adoption of the careful father attitude in each situation.

Another aspect of legal responsibility for the safety of the children is the necessity of providing a "safe place" for them. The school acts of most provinces make it mandatory for school boards to keep buildings and equipment in good repair. While this duty does not generally fall directly on teachers or principals, in two provinces, Alberta and Saskatchewan, the teacher is enjoined to

assist the board in this duty. While no case is on record of a teacher being charged with negligence for neglecting this duty, it is conceivable that such a case might arise in future. If, for instance, a student were struck by falling plaster, the teacher in that classroom might be charged for neglecting to report the faulty state of the ceiling if it had been badly cracked beforehand.

The answer to the question posed at the heading of this article is, then, that if proper attention is not given to the legal responsibility for children's safety, the person who is liable may be you.

DEPARTMENT OF EDUCATION



Official Bulletin

No. 196

Special notice to high school principals

Prerequisite requirements for French 20, German 20, Latin 20, and Ukrainian 20

The regulation 6(e)(iii), page 18, in the *Senior High School Handbook* for 1958-59 read as follows:

Instruction in French 20, German 20, and Latin 20 may be taken only by students who have obtained at least B standing in Language 10. There may be justifiable circumstances wherein a student should be permitted to register in French 20 although he obtained only a C standing in Language 10. This may be done on approval of the principal.

On decision of the High School Curriculum Committee, this regulation was amended and now reads in the new handbook on page 17 as follows:

Instruction in French 20, German 20, Latin 20, and Ukrainian 20 may be taken only by students who have obtained at least B standing in Language 10.

Please note that the privilege of approval granted to the principal in the old handbook has now been withdrawn.

The decision to change this regulation was based on the feeling that students who do not have a good standing in Language 10 cannot cope with a foreign language course in Grade XI. Furthermore, this regulation was regarded as a 'screen' that would prevent students not of university calibre proceeding with a university course.

Because of this change in regulation, permissions are not being given by the Department for students who have a C or lower standing in Language 10 to proceed to a foreign language in Grade XI.

Remembrance Day message

The Imperial Order, Daughters of the Empire have suggested that the following message would be suitable for use in Remembrance Day ceremonies conducted by the school.

Welcome the sacrifice! with lifted
head

Our nation greets dear Peace as
honor's right;

And ye the Brave, the fallen in the
fight,

Had ye not perished, then were
honor dead!

C. R. Robinson

—"To Peace With Victory"

In our nation's capital, Ottawa, is the magnificent Peace Tower, Canada's shrine of memorial. Within the Gothic structure is the Chapel of Remembrance, an exquisite tribute to our war dead. Inside the Memorial Chamber is the Altar of Remembrance aglow with reflected light—red and amber from the stained glass windows. On the altar rests the golden Book of Remembrance which contains the names and ranks of those who made the supreme sacrifice. At eleven o'clock every day a page is turned, so that each name comes to view during the course of a year.

On the morning of November 11, the Peace Tower holds a very special significance. Out of the conflict of two world wars has come a day of memorial, our nation's Day of Remembrance. November 11 is a day of patriotic observance, a day of pledging anew our loyalty to Queen

Send coupon below for these **FREE**
Life Insurance Teaching Aids

—you will find them most helpful

Here is information that will be of life-long value to your pupils! Each of these teaching aids is prepared in interesting, easy-to-follow form. Their usefulness both to teacher and pupils has been demonstrated in many Canadian schools. Check the following list:

BOOKLETS

Life Insurance—A Canadian Handbook (1959 Revision)—Available in both English and French. An 80-page illustrated booklet outlines the fundamentals of life insurance. Answers numerous questions which are frequently asked by teachers, students and the public generally. One copy **free** to any teacher.

The Story of Life Insurance—A 20-page illustrated booklet telling the history of, and important facts about, life insurance, in simple terms. Available for useful distribution in quantity, free.

Problems in Life Insurance—A teacher-student workbook unit of value in Business Practice and Mathematics classes. One complete unit free to a teacher; student portion available free in quantity.

Invitation to Youth—Careers in life insurance are discussed in this 34-page booklet. Whether it's selling or special Head Office services, here is a picture of life insurance as a lifetime occupation. Available in **class sets**, free.

A Miss and Her Money—Informal and readable 20-page illustrated booklet for teenage girls. Offers useful tips on earning, budgeting and saving money. Available for useful distribution in quantity, free.

Money in Your Pocket—For teenage boys—a bright, entertaining 20-page illustrated booklet dealing with simple fundamentals of money management and life insurance. Available for useful distribution in quantity, free.

The Family Money Manager—An 8-page brochure prepared originally to assist families in solving money management problems. May be helpful in Home Economics classes. Available for useful distribution, free.

FILM STRIPS

Careers in Canadian Life Insurance Underwriting—Black and White. A 50-frame film strip on the career of the life underwriter, for use in guidance classes. One print and one teaching manual free to each school.

The Life Insurance Story—Part I—Black and White. Available in both English and French. Reveals interesting facts, similar to those in "The Story of Life Insurance" booklet, through the highly effective film-strip medium. One 36-frame print and one teaching manual free to each school.

The Life Insurance Story—Part II—Black and White. Available in both English and French. This film strip deals with the various classes of life insurance, the calculation of premium rates, types of policies and their uses, etcetera. One 42-frame print and one teaching manual free to each school.

The Life Insurance Story—Part III—Black and White. Available in both English and French. Deals with the different kinds of life insurance companies, their operations and the foreign business of Canadian companies. One 31-frame print and one teaching manual free to each school.

You and Your Food—Color. Available in both English and French. Valuable instruction on what to eat to be healthy. Deals with proper foods, nutrition and energy. One 28-frame print and one teaching manual free to each school.

To obtain any of these **FREE** teaching aids, simply tear out this advertisement, indicate items desired, marking quantity needed for each, and fill in the information requested below (please print):

Name of teacher ordering

Grades and Subjects taught

Name of Principal

Name of School

Address of School

Enrolment of School

Send your order to: **Educational Division**

The Canadian Life Insurance Officers Association
302 Bay Street, Toronto, Ontario



THEY'RE CHANGING GUARD AT BUCKINGHAM PALACE

Haven't you always promised yourself a holiday in Britain? Make up your mind to go next year. While you're over there, do the "grand tour" of Europe with TCA's "Extra Cities" plan. This enables you to fly from one city to another, all around the Continent, on a routing you plan in advance. All you pay is the normal round-trip fare to the farthest point! Another useful facility is the TCA

"Pay Later" plan, which enables you to budget your fare, or if you like, the entire cost of an all-inclusive holiday. You'll find formalities very simple—just your signature on one form.

Fill out the coupon for attractive TCA literature. It gives you all the information you need to start your planning—almost as much fun as the trip itself!

\$45.36* DOWN TAKES YOU TO BRITAIN BY TCA

*based on Montreal-London Economy Fare. TCA also serves Glasgow, Shannon, Paris, Brussels, Dusseldorf and Zurich, without change of plane. Full information from your Travel Agent, Railway Ticket Office or TCA Office.



**TRANS-CANADA
AIR LINES**

To TCA, BOX 598, MONTREAL, P.Q.

ATAM-7

Please send me the following folders:-

- | | |
|---|--|
| <input type="checkbox"/> TCA EUROPEAN PACKAGE TOURS | <input type="checkbox"/> TCA EXTRA CITIES PLAN |
| <input type="checkbox"/> TCA EUROPEAN JOURNEY | <input type="checkbox"/> BRITAIN VIA TCA |

Name

Address

The Alberta Teachers' Association Savings and Credit Union Ltd.

Barnett House
9929 - 103 Street
Edmonton, Alberta

Offers

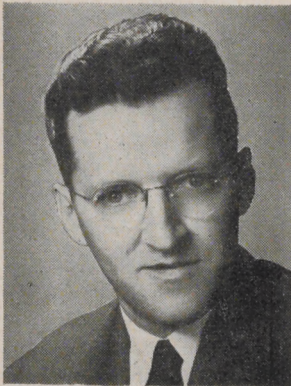
- ✓ A convenient method for regular saving
- ✓ An investment in shares that is withdrawable and safe
- ✓ Dividend returns on shares
- ✓ A convenient, low-cost loan service that charges fair rates
- ✓ Complete loan protection insurance without extra cost
- ✓ Individual life insurance on your savings at no extra cost

**YOUR CREDIT UNION WILL HELP YOU
TO HELP YOURSELF**

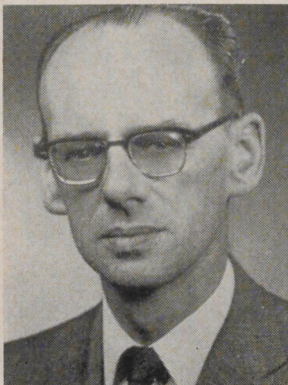
TEACHERS IN THE NEWS

The Association extends congratulations to five Alberta teachers who are currently studying in the Division of Educational Administration and Supervision, University of Alberta, on fellowships awarded by the Province of Alberta, the Faculty of Education of the University of Alberta, and the W. K. Kellogg Foundation.

Eric D. Hodgson, who is on leave from the high school inspection staff, was winner of a \$3600 Province of Alberta fellowship, one of three offered in open competition to graduate students in Al-



E. D. HODGSON



DEREK V. MORRIS

berta. Mr. Hodgson spent last year at the university on a fellowship of the Imperial Oil Company Limited and, after a summer at the University of Oregon, has returned to Alberta to complete requirements for his doctor's degree. Mr. Hodgson served as superintendent of schools in the Leduc and Grande Prairie areas before being appointed as high school inspector. His teaching experience included five years in schools of the Edmonton Public School system.

A second Province of Alberta fellowship was awarded to Frederick Enns of Foremost. Mr. Enns will be working toward his Ph.D. degree in educational administration. This year, he also won the John Walker Barnett Scholarship in Education offered by the Association. He has taught in Alberta for 16 years, the last three as principal of the Foremost School. He has been active in Association work, having served in practically every local association office and has also taken a keen interest in various community and church organizations.

A Faculty of Education teaching fellowship was awarded to Derek V. Morris of Calgary, who is studying for the degree of master of education. Mr. Morris was born in North Wales and came to Canada during the war as a member of the Royal Air Force. After one regular winter session at the University of Alberta, he completed his training by summer sessions and was granted his B.Ed. degree in 1957. Mr. Morris has occupied many executive posts in the Calgary City Local and last year was coordinator of the Calgary Supervising Principals' Association.

Herman A. Wallin of Edmonton was also winner of a Faculty of Education fellowship. He obtained his bachelor of education degree in 1957 and has been teaching for 11 years in the Edmonton Public School system, the last two as assistant principal of Newton Elementary and Junior High School. Music has been one of his chief interests in his

teaching and in the 1958-59 school year he trained and conducted a 55-voice boys' choir which did a major portion of the school broadcasts in the "Music Makers" series. Mr. Wallin's studies at the university will lead to the master of education degree in school administration.

A W. K. Kellogg Foundation fellowship in school administration, one of seven awarded across Canada, went to Eric Von Fange of Edmonton. Mr. Von Fange is on leave from Concordia College where he has served as dean of students and instructor in education and music since 1955. He was born in Nebraska and received his schooling there, obtaining his B.Sc. in education at Concordia Teachers' College and his M.A. degree from the University of Nebraska. Before coming to Canada, he was for six years in San Francisco as teacher and principal and for six years at Concordia Teachers' College. His studies at the University of Alberta will lead to the doctor's degree in school administration.

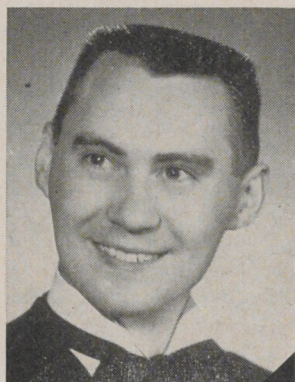
Best wishes go to nine Alberta teachers who have accepted superintendencies this fall with the Department of Education.

Fred Betton of Brooks is superintendent for the County of Newell No. 4. Mr. Betton was formerly assistant superintendent and was previously principal of the Bow Valley Central High School for 14 years. His early education was received in High River, then he attended Calgary Normal School, and later graduated from the University of Alberta with a B.Sc. degree. He did post graduate work in education at the University of British Columbia.

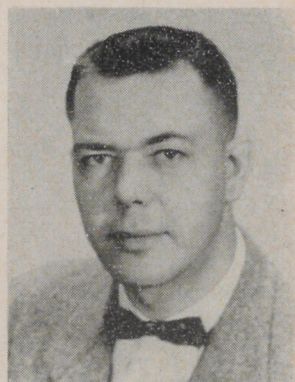
Alan F. Brown, superintendent at large, was assistant secretary to the Cameron Royal Commission for the past year. He began teaching in Manitoba in 1952 and moved to Edmonton the following year. His four years in the Edmonton Public School system included service on the demonstration staff of the university school and as guidance counsellor at H. A. Gray Junior High School. Mr. Brown holds B.A. and B.Ped. degrees from the University of Manitoba and



FREDERICK ENNS



HERMAN A. WALLIN



ERIC VON FANGE

his M.Ed. from the University of Alberta. He is now completing the thesis for his Ph.D. degree for which he began studying under a Kellogg fellowship. He is co-editor of the first of the University of Alberta monographs in education, *Composite High Schools*, published this year.

T. E. Giles left the position of principal of the T. A. Morris School in Peace River to accept the superintendency of the Fort Vermilion School Division No. 52. Mr. Giles taught in the Athabasca School Division for five years, the last two as principal at Boyle, and has been three years in the Peace River School Division, one as vice-principal and the last two as principal.

W. Hryciuk is serving as superintendent in the County of Barrhead No. 11. For the last three years he was vice-principal of the Stettler Town School and previously taught in the Rocky Mountain School Division at Nordegg. Mr. Hryciuk holds bachelor of arts and bachelor of education degrees from the University of Saskatchewan and is presently working on his master's degree in school administration.

Steve N. Odynak has been appointed to the superintendency in the Lac la Biche School Division. He has ten years of teaching experience in the Smoky Lake, Wainwright, and Two Hills School Divisions and was lately principal of the Willingdon School. Mr. Odynak attended the Smoky Lake High School and took his teacher training at the University of Alberta completing his B.Ed. course in 1954. He has also completed the academic requirements for the master's degree with the exception of a thesis.

John B. Percevault is serving as superintendent of schools in the Bonnyville School Division. He holds his B.Ed. degree from the University of Alberta and has completed five courses towards the master's degree. Mr. Percevault's teaching experience of 16 years has been in Alberta. For the last two years he was principal of the Barons School. He was active in Association affairs during his teaching career, serving on the execu-

tives of the Lethbridge Rural and Crow's Nest Pass Locals.

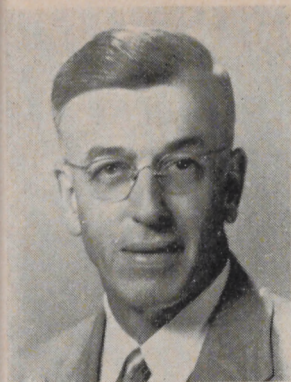
Gordon J. Rancier from Killam is superintendent of schools for the Acadia School Division No. 8. Mr. Rancier has ten years' teaching experience and for the last five had been principal of the Killam School. He had a wide and varied experience in Association work, as Banff Conference delegate, local president, salary policy committee member and negotiator, and convention vice-president. He attended the Leadership Course for School Principals in 1957. Mr. Rancier has completed requirements for his M.Ed. degree with the exception of a thesis. He received his B.Ed. in industrial arts in 1954.

J. E. Reid was formerly superintendent of schools at the RCAF Station, Cold Lake. He began his teaching career in Edson High School, then moved to the principalship of the Elementary and Junior High School in Wildwood. He was principal of the schools at the Cold Lake airforce base from the time the station was opened until he was appointed by the board as superintendent of the system. He has now been appointed as superintendent of schools for the Department of Education in the Castor and Neutral Hills School Divisions.

Henry Toews, superintendent for the East Smoky School Division No. 54 and Grande Prairie inspectorate, was formerly vice-principal and then principal in Nobleford. Previous teaching experience included three years in the Acadia School Division, two years at Big Valley, and four years as principal of a public school in the Lethbridge School Division. His early education was received in schools in southern Alberta and his teacher training at the Calgary Normal School and the University of Alberta. He obtained his M.Ed. degree in educational administration this spring.

A number of superintendents were transferred, effective September, 1959, by the Department. Those affected and their new positions are:

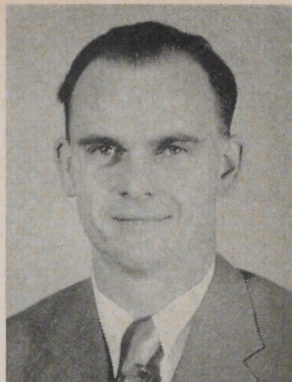
—J. H. Blocksidge, from Lamont to Vermilion School Division No. 25,



FRED BETTON



ALAN F. BROWN



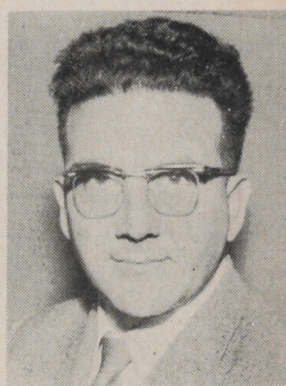
T. E. GILES



W. HRYCIUK



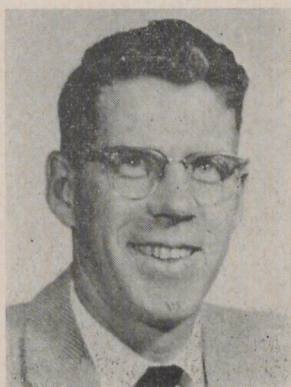
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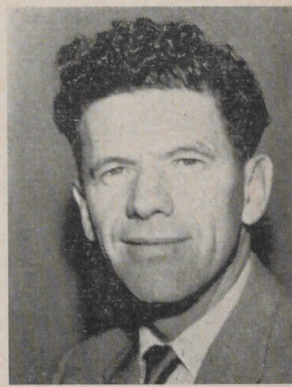
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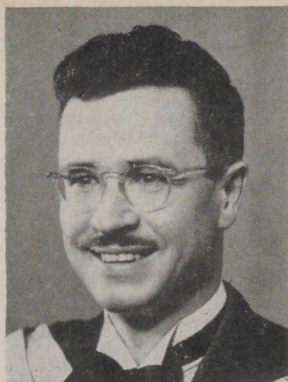
- G. Filipchuk, from Lac la Biche to Lamont School Division No. 18,
- J. S. Hrabi, formerly superintendent at large, to the Killam School Division No. 22,
- A. D. Jardine, from Fort Vermilion to the Edson School Division No. 12 and Coal Branch School Division No. 58,
- A. E. Kunst, from Castor and Neutral Hills to Taber School Division No. 6,
- C. M. Laverty, from Foothills to Calgary non-divisional districts,
- R. Leskiw, from Killam to the County of Forty Mile No. 8,
- S. D. Simonson, from Vermilion to Foothills School Division No. 38,
- C. M. Ward, from Acadia to Lac Ste. Anne No. 11.

Two superintendents were promoted during the summer to positions as high school inspector.

H. A. MacNeil, formerly superintendent of schools at Bonnyville, is now high school inspector with headquarters at Lethbridge. Mr. MacNeil was also superintendent of schools for four years at Grande Prairie. He taught for five years, from 1948 to 1953, in the Grande Prairie High School and during this time was an active worker in the Association, serving as councillor, local president, and convention president. He also served the community on the council, the library board, and the planning commission. Mr. MacNeil holds his M.Ed. degree from the University of Alberta.

F. Riddle, formerly superintendent of schools for the East Smoky School Division and Grande Prairie Inspectorate, is now high school inspector for the Peace River zone with headquarters at Grande Prairie. Mr. Riddle is a former member of the Executive Council of the Association, having served as district representative for Southeastern Alberta. He taught for 18 years and was principal of the Brooks School at the time of his appointment as superintendent. Mr. Riddle holds B.Sc. and B.Ed. degrees from the University of Alberta.

The Department has announced the transfer of High School Inspector O. Massing from Edmonton to Red Deer.



H. A. MacNEIL



F. RIDDLE

Mr. Massing was appointed as a high school inspector in 1958 and was formerly superintendent of schools at Killam.

Two other superintendents have been transferred to the service of the Department in Edmonton.

N. M. Purvis, formerly at Taber, has become assistant director of curriculum in charge of elementary education, replacing M. O. Edwardh who left to take employment in business. Mr. Purvis is a graduate of the Calgary Normal School and of the University of Alberta. He is currently working toward his M.Ed. degree and has completed the course requirements with the exception of a thesis. He taught in Turner Valley and Acme and then became principal at Athabasca. The Department appointed



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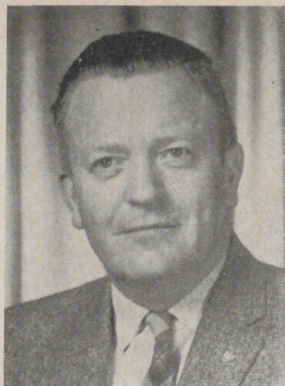
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him in 1949 as superintendent of schools in the Lamont School Division where he served for five years before going to Taber.

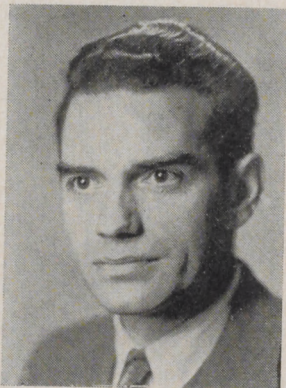
J. I. Sheppy, who was superintendent in the Lac Ste. Anne School Division, has become registrar of the Department of Education. Mr. Sheppy was also superintendent in the Grande Prairie area, and prior to this was supervisor of the Examinations Branch for two years. He graduated in 1932 with a B.A. in classics, received his M.A. from the University of California the following year, and then returned to Alberta for a year in the School of Education. His teaching career included service in schools at Kinsella, Three Hills, and Carstairs, the Correspondence School Branch, and the matriculation school for veterans.

Formerly registrar of the Department of Education, D. R. Cameron has been appointed to the position of coordinator of teacher education and chairman of the Students Assistance Board. The latter assignment involves the administration of the Province of Alberta Queen Elizabeth Education Scholarship Fund which has been established to aid students in high schools, technical schools, nurses training, and university. Mr. Cameron's teaching career included service as teacher and principal. He served in the Canadian Army attaining the rank of captain, then became manager of the School Book Branch for seven years and served as registrar for six years. He holds his B.A. degree from the University of Alberta and has done post graduate work here.

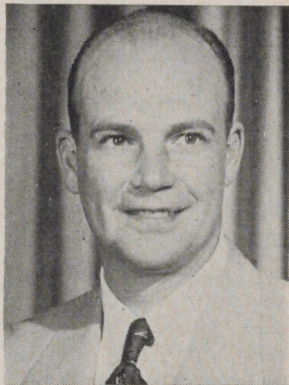
S. A. Earl, who occupied the position of coordinator of teacher education since 1954, has joined the staff of the University of Alberta this fall. Mr. Earl was also a superintendent of schools for seven years and he taught in schools in the southern part of the province. Mr. Earl is a graduate of Calgary Normal School and obtained his B.Sc. degree from Brigham Young University and his M.Ed. from Montana State University. His new position with the University of



N. M. PURVIS



J. I. SHEPPY



D. R. CAMERON



S. A. EARL



L. D. NELSON

of schools in the County of Forty Mile for six years, has also joined the staff of the Faculty of Education and is associate professor in charge of mathematics instruction for elementary teachers. Mr. Nelson is a graduate of the Calgary Normal School and holds B.Ed. and M.Ed. degrees from the University of Alberta. His teaching experience includes service in the County of Warner and the Lethbridge School Division, and he also spent four years in the Royal Canadian Air Force as navigator.

Carl Johnson, formerly high school inspector for the Department of Education, resigned August 31 to accept the position of supervisor of secondary instruction with the Lethbridge School Division. This position is a first among Alberta school divisions, and the Lethbridge board is to be congratulated on its decision to make such an appointment and on being able to attract a person of Mr. Johnson's qualifications and experience. Mr. Johnson holds B.Sc., B.Ed., and M.A. degrees from the University of Alberta. His teaching career included service as vice-principal of Vermilion High School and principal at Claresholm. He was superintendent of schools at Grande Prairie for seven years and was appointed high school inspector in 1949 at Lethbridge. He has served on a number of departmental curriculum committees and as a member of the mathematics subcommittee and the composite school study.

Alberta is that of supervisor of student teaching in the Faculty of Education.

L. D. Nelson, who was superintendent

What's Wrong With Our Teachers

(Continued from Page 10)

These "joyriders" are perhaps the greatest obstacles in the way of one of the teacher's major objectives: the nurturing of the individualist in this age of conformity. Today even the eager willing student stands somewhat alone; too many of his fellows wear mediocrity like a badge of honor.

Teachers, of all people, must lead the fight against mediocrity. They must fight the lowering of standards. They

must be individuals themselves. If we are educating our young people for a free enterprise system we need teachers in sympathy with that system. They must not be civil servants. They must speak up freely both in the classroom and in public life and must maintain their independence through their professional organizations. Great issues are not resolved nor great service given to mankind by avoiding controversy or by tolerating anything less than the excellent, merely for the sake of acceptance.

Yet here, I must confess, teachers fall into three categories: the few who do stand up boldly as individualists, the many who would like to but do not dare, and those who don't bother to try.

Too often, when a teacher's judgment is challenged, the teacher runs to the principal crying, "Save me!" Articles in the press criticize our profession—but do teachers ever stand up and fight back? To many of our teachers, trivia are more important than principles, security more important than conviction, contentment more important than ultimate satisfaction for themselves or their pupils. They are content to obtain a liberal arts education and a teaching certificate, find a safe berth in a school—and vegetate on the job, having learned all that their limited vision shows them to be necessary.

By my definition, the true professional teacher never ceases to seek self-improvement. He takes full responsibility for his actions and does not need close supervision. He does not expect to work or be paid by the hour and adjusts his working day to the requirements of the job. His ultimate aim: to render a service to mankind.

Yet even such persons—and there are many—often hesitate to take a public stand on an issue for fear of jeopardizing their career. School boards and departments of education generally regard the 'safe' teacher as the best teacher.

I'm fortunate in my board and my community. By speaking up honestly and making it clear that I have no axes to grind, I have never had to fear for my job. But I am convinced from my own observations that other teachers haven't found it so.

In most provinces I have noticed that departments of education appear to avoid choosing teacher-leaders for departmental appointments. In Saskatchewan, however, former leaders of teacher organizations are repeatedly selected for such jobs. I credit the difference not necessarily to governments but to enlightened individuals in the Saskatchewan department. However, it is only fair to point out that some departments can't

obtain top men because they can't match the salaries offered by school boards in some of our major cities.

I think, too, that participation in community affairs adds to a teacher's stature, and hence his effectiveness, in the classroom. More and more teachers—usually the experienced ones who don't have to devote all their spare-time to improving their education—are aldermen, members of legislature, or members of public utilities commissions, parks and library boards.

Incidentally, it was once illegal for teachers to sit on any school board or any municipal commission. Teachers' organizations have helped abolish that restriction.

Our organizations also led the drive for better salaries. The average high school salary in Ontario has more than doubled since World War II and is still rising. Salaries are vastly improved in western Canada. There's room for improvement in the east: in Prince Edward Island the average teacher's salary is only about \$1,900 a year. Not long ago I met the young head of the French department of a Maritimes junior college. He was married, with a university degree—and earning \$3,700 a year.

But generally the salary level has so improved that teaching even competes with engineering. In 1958, Toronto hired some 40 university engineering graduates, gave them a summer course in pedagogy, and sent them into high schools.

Teachers, through their organizations, are also trying to improve their training. The organizations sponsor study courses and seminars and make surveys and recommendations on the job needing to be done in schools. The Ontario secondary teachers' organization has \$50,000 out on loan, helping teachers take summer or winter training courses. In other provinces teachers' organizations are doing similar work.

In other words, we recognize the shortcomings of our profession and are grappling with them. But we need help.

Departments of education must realize

that an outspoken teacher is not necessarily a dangerous teacher. School boards must give us adequate facilities, respect without over-supervision, and support without spoon-feeding.

Parents must not expect us to do the whole job in school and eliminate homework; to give every pupil a course suited to his needs, interest and abilities, yet with all courses having equal prestige; to report to the home exactly and clearly what the child is achieving and yet eliminate competition; to mend all the ills caused by an unhappy home—and to do all of this for all the children.

Why should any school and its teach-

ers be laden with such chores in an already overcrowded day? As one American educator wrote recently, there is a danger that schools will become "society's dumping ground, a vast refuse heap for any and every unwanted service or task that other social or governmental institutions and agencies find too tough to handle".

Canadian society must decide what it expects of teachers. Then it must add many intelligent well-trained members to our ranks. But to get them, society must do its part—and give more money, more respect, and much more professional independence.

ATA Group Insurance Terminated

Teachers who are covered by The Alberta Teachers' Association Group Insurance Plan are notified that the Occidental Life Insurance Company **will terminate the group policy effective October 31, 1959.** All coverage provided by the plan ceases, and the last premium payment will be due and payable on October 31, 1959.

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THE ATA NEWS BEAT

Canadian Teachers' Federation conference

The thirty-eighth Canadian Teachers' Federation conference was held in Halifax, August 12 to 15. Your representatives were Inez K. Castleton, Frank Loewen, S. C. T. Clarke, and W. R. Eyres. A. D. G. Yates had been chosen also, but the untimely death of his father-in-law, W. E. Frame, prevented his attendance.

A major difficulty faces the Canadian Teachers' Federation in the refusal of the Ontario Teachers' Federation to pay more than \$1 of the \$1.25 per member fee. Ontario delegates explained that it was not the money, but the lack of control over CTF affairs and of clarity of CTF functions, which prompted their action. In order to prevent the automatic expulsion of the Ontario Teachers' Federation, the conference approved a committee representative of each teacher organization in the Canadian Teachers' Federation to meet on October 22 and 23 in Montebello, Quebec to determine the proper functions of the Canadian Teachers' Federation. Our delegate is Mrs. Castleton. If CTF functions can be defined in terms acceptable to the five Ontario affiliates, the difficulty should be overcome.

Despite this problem, the conference was productive. It approved the inauguration of a Canadian Council on Educational Research; entirely revamped its policy on educational finance by calling for additional support from local, provincial, and federal sources; authorized the continuing study of educational television; and voted support for the next Canadian Conference on Education to be held in 1962.

Banff Conference

All staff officers were present during the week of August 16-22 to assist in this

important educational venture. Mr. Eyres, as director of the conference, had a busy time arranging for rooms, completing the details for panels and speakers, and seeing that affairs ran smoothly. Mr. Seymour directed the Economic Seminar, assisted by J. D. McFetridge. Mr. Ingram was consultant for the public relations course. Dr. Clarke sat in with each group and so sampled each activity of the conference.

Past President Inez K. Castleton was consultant for the ATA policy and administration course. All but three members of the Executive Council were present and joined groups to participate in the discussion and study. Hugh McCall, Edmonton District representative, was forced by illness to leave the conference early. Members will be pleased to know he is fully recovered. Norman Bragg, Calgary District representative, was attending the British Columbia Teachers' Federation Conference at Nelson as our representative.

Other consultants included Dean H. T. Coutts (curriculum), Frank Anderson (group dynamics) and Dr. T. Peterson (ATA publications). Our thanks go to these men for their efforts. The participants in the conference voted it the best ever.

ATA series on the Improvement of Instruction

Mr. Ingram and Dr. Clarke have been hard at work editing the monographs and arranging for printing. By now, two are completed: No. 1, *Action Research (A Guide to Curriculum Improvement)*, and No. 2, *The Improvement of Written Language Through Action Research*. A third, *Helping the Underachiever*, is ready to be printed. As soon as each monograph is complete, copies are sent to locals. Any teacher group interested in studying

the problem outlined may obtain a free copy for each teacher involved.

Table officers' meeting

The table officers, president, past president, vice-president, and general secretary, met on September 14 to do business assigned by the Executive Council. One or two examples are given. The solicitor for a teacher whose case had been heard by the Discipline Committee and who had pleaded not guilty by reason of mental illness, had suggested that the school board now employing this teacher should be the party warned to watch for any recurrence of the mental illness. The table officers declined the suggestion on the ground that the Discipline Committee would be divulging confidential information and instructed Mr. Eyres to so inform the solicitor. Other matters considered included: a substitute for President R. F. Staples for the many times he must absent himself from the classroom, items for the agenda of a joint teacher-trustee meeting, and recommendations regarding representation to

the forthcoming trustees' convention and the home and school workshop.

Salaries

There was a holdover of agreements still under negotiation when school closed last June. Mr. Seymour and Mr. McFetridge have attended ten meetings during the first two weeks in September in an effort to complete as many agreements as possible.

Grievances

The opening of school brought a new crop of grievances, small relative to the 10,500 teachers, but large relative to the five staff officers and the amount of thought and care a grievance case can require. Typical grievances: the school board is unable to secure a full complement of staff (nearly always due to below average salary scales), so reorganizes the school to give the available staff an inordinate load; a teacher over 65 is deprived of a vice-principalship; a teacher is mentally ill and unfit for classroom duties but still wants to teach; and



so on. While grievances are assigned to Dr. Clarke, every staff officer assists in this work.

In your behalf

On September 12, Mr. Eyres met with the executives of the Edmonton District Conventions to finalize convention arrangements. Mr. Ingram attended the Killam School Division's school opening conference on August 31 and September 1. This conference received excellent newspaper coverage in the *Camrose Canadian* and the *Sedgewick Community Press*. A committee appointed by the Executive Council to study and report on possible improvements in the Banff Conference met September 14. The committee consists of Mrs. Castleton, Mr. Eyres, and Mr. Ingram. A committee of H. J. M. Ross, C. T. De Tro, and Mr. Ingram met on September 15 and 17 to consider and report to the Executive Council on councillor representation to the Annual General Meeting.

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NEWS FROM OUR LOCALS

Officers returned by acclamation at Brownfield-Coronation

The officers elected at the organization meeting of the sublocal last May were returned by acclamation at the first meeting of the new school term held in Coronation on September 21. Two new members, Mr. Dawson and Mr. Peddicord, were elected as representatives to the local organization. Members selected a program committee to draw up a list of discussion topics. It is expected that the next meeting, to be held in Brownfield on November 9, will consider a report by Mrs. Norton on public speaking contests, as held in Saskatchewan each year, and will discuss the feasibility of organizing such contests here, either at the local or sublocal level.

Calmar Sublocal elects officers

On September 16, members of the sublocal elected officers for the coming year. M. Seward accepted the office of president, and other executive members are: Fred Meleshko, vice-president; Vernal Martin, secretary-treasurer; Alex Bakay, press correspondent; Mrs. Mildred McMeekan, lunch convener; Mrs. Alice Evanson and Lawrence Rumak, social conveners; Walter Watamaniuk, representative to salary negotiating committee; and Walter Strochein, past president. There are 33 members in the sublocal, 26 of whom attended the initial meeting.

New officers elected at Camrose South

A new slate of officers was elected at the first meeting of the current school term on September 14 in the New Norway School. President is Eldon Oldstad; Keith Langille, vice-president; Jeanette Kerik, secretary-treasurer; Frank Featherstone, policy committee member; Lynne Bennett, councillor, with Mr. Oldstad as alternate; Mike Bartman, track, field, and bonspiel convener; Chester Saby, music coordinator; and Dolores

Schultz, press correspondent. A buzz session was held on the selection of suitable programs for coming meetings. Appreciation was extended to the retiring executive.

Skladun heads Chipman-St. Michael Sublocal

The Chipman-St. Michael Sublocal at its reorganization meeting held on September 15 elected a new slate of officers headed by Nick Skladun. Other executive posts were filled by: Mrs. R. Motyka, vice-president; Mrs. E. Skladun, secretary-treasurer and public relations officer; Mrs. S. Patan, professional librarian; H. Pruss, member of nominating committee and councillor; and D. Pernak, member of resolutions committee.

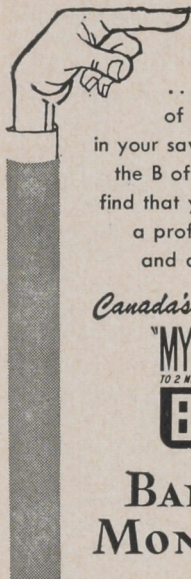
Fifteen teachers attend first meeting of Clive-Satinwood

The sublocal held its first meeting at the Clive School on September 16 with 15 teachers present. New officers elected for the year are: Donald A. Bright, president; H. Melvin Fisher, vice-president; Rosalie A. Vandermeer, secretary; Noel M. Duteau, sports convener; Brian Davis, councillor; Mrs. Annie Tym, economic committee representative; and Mrs. Florence E. Wright, press correspondent. Meetings will be held at the Clive School on the fourth Wednesday of each month. A discussion of the new science course is planned for the October meeting, and a chairman was chosen for each of the primary, elementary, and junior high school divisions.

Supper meeting opens the year at Dickson-Markerville

The new school term brought the teachers of the sublocal together for the first meeting on September 10. Thirteen members and guests Superintendent and Mrs. R. V. McCullough enjoyed a chicken and corn-on-the-cob supper at the home

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of Mr. and Mrs. D. Hodgkinson, teachers at the Pine Hill Colony. At the business meeting following, Dick Hodgkinson was elected as sublocal president, with Mrs. Marie Sveinson, vice-president; Mrs. Jean Weltz, secretary-treasurer; W. R. Sloan, salary negotiator; and Edith Fitch, press correspondent. An invitation will be extended to other sublocals to attend the October, February, and April meetings at the Spruce View School.

Superintendent addresses first meeting at Fawcett-Jarvie

Superintendent E. G. McDonald spoke regarding the new language program at the first meeting of the sublocal held on September 24. A committee of three was nominated to investigate the program and continue it as the year's sublocal project. The new executive members elected at the meeting are: Ed Kumish, president; Jack Langford, vice-president; Mrs. F. Stafford, secretary-treasurer; Jack Hackman, local representative, and Shirley Hill, press correspondent. Also

on the agenda were a discussion of the availability of sports equipment for the schools and coverage under MSI. Regular meetings of the sublocal will be held on the fourth Thursday of each month.

November 1 - 7 is Junior Red Cross Week in Canada. Young people in 25 nations were helped last year by the contributions of Canadian Junior Red Cross members. The Juniors raised \$49,521 for their Fund for International Help and Understanding.

The Teacher and Curriculum Development

(Continued from Page 12)

branch must guarantee to society an acceptable matriculation program for those wishing to proceed with academic studies beyond the high school. Third, the curriculum branch must continue to give enlightened leadership and supervision to local efforts to develop curricula to meet the true purposes of education in a democratic society that believes that all boys and girls who can profit from it should have the opportunity of an education suited to their abilities, interests, and needs.

Such leadership must be supplemented by The Alberta Teachers' Association itself. Already your ATA Curriculum Committee has begun to work in this direction. It has under preparation "The Alberta Teachers' Association Series on the Improvement of Instruction". The guidebooks in this series are designed to assist local groups—teachers, parents, trustees—in their efforts to improve instruction at the local level and are offered free of charge to those interested in carrying through local studies or local programs. The first in the series, *Action Research*, describes a procedure that has been used effectively in many places for the improvement of programs in various school subjects. Other booklets in the series will appear very soon.

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informed criticism—is the objective study, by interested groups, of a specific area of the curriculum. Such group projects would include an examination of the stated goals of the course being studied, content, criteria on which textbooks and references had been chosen, strengths and weaknesses, results of tests of achievement, suggestions for change or improvement based on objective study. This procedure is followed in British Columbia with some apparent success.

There are still other aids to curriculum improvement: consultants informed in various subjects or special curricular areas, good books such as those suggested below, and courses on the principles and practices of curriculum development as offered by most reputable colleges or faculties of education. Your own Faculty of Education offers such a course.

Why not secure copies of *Action Research* and renew your efforts to improve instruction? Much creative and effective work can be done by teachers, the true developers of the curriculum. The following references are in the ATA Library and will be of assistance to you.

Association for Supervision and Curriculum Development. *Research for Curriculum Improvement*, 1957 Yearbook, Washington: the Association.

Corey, Stephen M. *Action Research to Improve School Practices*. New York: Teachers College, Columbia University, 1953.

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The work done at the Banff Conference is merely a ground-breaking in the larger professional task of developing curricula to meet the purposes of education in our free society. The action research technique of curriculum study can be a rewarding professional activity. Give it a try.

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Q & A

OUR READERS WRITE

◆ *Why doesn't the Association operate a benevolent fund for needy teachers?*

The members through the Annual General Meeting have not seen fit to establish such a fund.

◆ *Can I borrow about \$500 to help finance my attendance at university next year?*

Loans are made to members of the Association through the ATA Professional Assistance Program. Applications should be sent to E. J. Ingram, executive assistant, at head office.

◆ *Can a teacher administer corporal punishment to a pupil without first referring the matter to the school principal?*

One of the duties of the teacher is to maintain proper order and discipline. If, in his opinion, the maintenance of order and discipline requires that he should administer corporal punishment to a pupil, he may do so without permission, unless there exists an order to the contrary by the board or by the school principal with the approval of the board.

◆ *Does your office have lists of vacancies for teachers?*

No.

◆ *Can I be forced to attend in-service training sessions after school hours?*

No. In our opinion, you can be compelled to attend such meetings only if they are held during regular school hours. We hasten to add that we think that teachers should be willing to spend time outside of school hours in order to improve their instructional competency.

The problem in your case appears to be misdirected administrative enthusiasm.

◆ *What should I do about a pupil who is habitually absent?*

Refer the case to the attendance officer or to the school principal. If you are in a one-room school investigate the matter thoroughly and report to the school superintendent. The family allowance may be suspended and the parents may be prosecuted under provisions of *The School Act* as a result of non-attendance of a school-age child.

◆ *Are teachers required by law to supervise during noon hour?*

This question is a hardy perennial. The answer is no, unless either:

- (a) you are the teacher in a one-room school (in that case, you must),
- (b) there exists an agreement between the board and the teachers for such supervision including the terms which are mutually acceptable.

◆ *The - - - school board sent me a notice that I was to be transferred from Grade VIII to Grade VI on August 31. Is this a legal transfer?*

A board may transfer a teacher from any school or room in its charge to another at any time during the school year. However, the board must give seven days' notice in writing to the teacher of such intent. The teacher can within seven days after receiving notice request in writing a hearing before the board. If the teacher requests the hearing no transfer can be made effective until the teacher has been heard by the board or a committee of the board. The board may not transfer a principal, a vice-principal or an assistant principal. Normally, transfers are made with mutual consent and consequently resort to the formal procedures provided by *The School Act* is infrequent.

Teaching Reading

One of the outstanding presentations at this year's Canadian Education Association Conference in Saskatoon was a panel on reading, chaired by C. B. Routley, superintendent of professional development, Ontario Department of Education. Panel members included: Dr. A. R. MacKinnon, director of research, Toronto Board of Education; Dr. A. F. Deverell, associate professor of education, University of Saskatchewan; H. M. Nason, director of elementary and secondary education, Nova Scotia Department of Education; and two Alberta Faculty of Education professors, Dr. Marion Jenkinson and Miss Dorothy Lampard.

Dr. MacKinnon quoted Partlow's study of St. Catherines, Ontario children, which compared reading test scores of 1933 with those of 1953 and showed marked superiority of the 1953 readers. In a humorous vein, the chairman compared the much maligned simplicity and repetition of today's readers with a text-book dated 1883, where the following occurred — "I am an ass. Is it an ass? Is it an ox? No, it is an ass." — and so on through other changes. Miss Lampard noted that, since the advent of television, book sales had increased 500 percent and that library circulation had also increased tremendously. No doubt was left that our children are reading better than ever before.

Dr. Jenkinson noted that teachers of beginners say that TV has improved reading readiness among our children by increasing their range of visual-auditory experience. While no studies are currently on hand to verify this teacher experience, Dr. Jenkinson considers such a study a most fascinating research possibility, if an area could be found without TV which was about to be provided with coverage. Dr. MacKinnon dealt with the Scottish practice of starting formal reading at age five. He noted that this is solidly supported by parental expectations, but that teachers are disturbed by the number of remedial reading cases which develop. By way of contrast, in Norway, formal reading is not started until age seven and after a few years no difference in performance in language is found between the Norwegian and Scottish children.

Several speakers indicated that standardized tests did not in fact measure some of the most important objectives such as reflection, critical evaluation, and clarification of meaning. Miss Lampard suggested that the extent of children's free reading might

be the best measure of the success of the school's reading program.

The trends of the future were foreshadowed by the panel.

- There will be a clear distinction between developmental reading and remedial reading. In the past, when reading was equated with the mechanics of reading, developmental reading stopped at Grade VI. With today's emphasis on comprehension, the developmental program will continue through the grades.
- It may be that the word-count concept will have to be extended to letter discrimination, so that in the early stages of learning to read, words containing two letters which involve difficult discrimination will not occur.
- The basic research in perception and cognition indicates that not all children perceive in wholes. Less is known about differences in cognition. New knowledge may well revolutionize original presentation and remedial measures for some children.
- Both developmental and remedial reading programs are well worthwhile throughout all levels of education including college and university. The demand by adults in business and the professions for increased speed and comprehension in reading is great. Many adults voluntarily attend reading improvement classes. Apparently speed can be improved easier than comprehension. Most high school and college students need a wider range of reading skills, from rapid skimming to deliberate digesting.
- Reading programs will be coupled with extension of school libraries. Library skills will be recognized as part of the total skills required in the search for meaning. Centralized schools will require a trained teacher-librarian.

If the panel has correctly assessed future trends in the teaching of reading, the elementary school teacher can anticipate an ever-increasing stress on meaning and comprehension as opposed to the mastery of the mechanics of reading.

The most widespread changes would occur in the secondary school, Grades VII to XII. With meaning and comprehension the major emphasis, the developmental reading program of the elementary school would extend up the grades to the secondary school. Teachers will watch these developments with keen interest, for they would be called on to implement the changes forecast.

Stanley Clarke

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